



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/grants/education/humanities-initiatives-community-colleges>

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: *A Bridge to College Humanities: Local Culture and History Through Film*

Institution: Helena College

Project Director: Ari Laskin

Grant Program: Humanities Initiatives at Community Colleges

A Bridge to Humanities Pathways in College

PROJECT NARRATIVE

Intellectual Rationale

Helena College University of Montana proposes to offer *A Bridge to Humanities Pathways in College: Using Film Production to Explore Local Culture and History* over the next three summers in which high school and at-risk college students will research the history and culture of their local communities, produce documentary films, and ultimately enroll in college coursework in the humanities. Students will have a role in nearly all aspects of film production from the initial archival research to final distribution. During each phase, students will be instructed in interdisciplinary humanities methodologies, principles, and debates to ground their research questions and practices. They will select appropriate historical photographs, newspaper articles, literature, and moving images; write scripts; record audio, operate cameras, interview local experts and historians; design graphics; and develop the promotion and distribution plan for their production.

Each two-week summer program will focus on a pre-selected topic that situates present issues of small-town, rural America within the context of the past. The topic for each summer is a relatively underexplored aspect of the cultural heritage of the region as they converse with larger concerns facing the American public. We currently imagine the following schedule for topics: Year 1) a comparative analysis of the healthcare and social impact of the current pandemic in relation to the 1918 pandemics in Montana; year 2) the crucial yet often overlooked role of people of color in the formation of this region; and year 3) the ecological and social impact of mining waste on the local community.

These themes are important to the humanities in Montana because they focus on making local historical events accessible and relevant to contemporary students through innovative documentary storytelling. Comparative history and critical thinking help students contextualize and understand the complex social, environmental, and health challenges that their communities face. Learning the technical side of digital media arts will provide students with practical skills to apply the humanities, while empowering them to tell stories that impact audiences. Their films will add germane and entertaining critical historical analysis to the humanities in Montana.

Intended Audience: In order to manage each production effectively and generate a professional quality film that will be useful to the Montana Historical Society (MHS) and other organizations, the program will limit participation to 20 students each summer. Project Director Dr. Ari Laskin will coordinate planning and preliminary research on potential archival resources, brief students on relevant and canonical scholarship on the topics, and assist students in their film production. Students will meet with two of Montana Historical Society's research historians, including Jeff Malcomson, who will introduce their extensive archives. Each summer, four faculty members, Seth Roby (Art), Virginia Reeves (English), Kim Feig (Cultural Studies), and a subject-specific expert such as Rick Henry (Environmental Science), will lead workshops connecting students' film to their respective fields and assist students in their research and writing. The college will contract with MAPS Media Arts Institute to provide curriculum, equipment, and two on-site instructors for training in filmmaking and interviewing skills. The college's Director of K-12 Partnerships will help students investigate academic offerings in humanities pathways at the four-year colleges to which Helena College students transfer.

Improving the Quality of Humanities Teaching and Learning: This program demonstrates the humanities in action and shows students who will soon choose their career paths the important

benefits of a humanities education. Students will find themselves better prepared for entry-level humanities courses following their interaction with state historians and college faculty, committed to using the resulting films in relevant courses. The College's new co-admissions programs with Carroll College (a private liberal arts college in Helena) and the University of Montana position Helena College as a low-cost avenue for students to begin pursuing degrees in the humanities. (See Attachment 9: Other Supporting Documentation for program lists.)

The project builds upon Helena College's "Necessary Narratives" program, an approach the college uses to advise first-generation, low income students by recording their stories. It also advances "K-12 Partnerships" and the college's "Guided Pathways" initiative by motivating students to enter college and pursue transfer degrees in the humanities. Even students entering technical programs such as nursing will acquire humanistic perspectives to enhance their work.

With this bridge program, students will have the added benefit of exploring humanities and media arts while practicing skills that are foundational to college success. They will have the opportunity to earn college credit, while learning how the humanities touch their lives. This initiative will focus on two important aspects of the humanities: 1) media arts, which have played a profound role in shaping the 20th Century and continue to impact historical, artistic, literary, and personal connections to our world; and 2) research into the history and culture of community, engaging students with history as they learn relevant communication skills.

Content and Activities

To recruit participants, the College will contact high school students who have earned dual credit with the college, reach out to counselors who have worked extensively with Helena College in its pathways initiatives, and promote the course through the contact networks of

faculty and staff. Leaders from area Talent Search, Upward Bound, and TRIO programs will recommend at-risk college students who will benefit from this program.

As stated earlier, each summer program will have its own specific historical/cultural theme representing the region's heritage: pandemics, contributions of people of color, and industrial waste. In order to produce quality films, the Project Director will research and prepare relevant materials for each year's topic in advance of students arriving. In collaboration with the Project Director, the Montana Historical Society will gather archival holdings for student use that translate well to film, including photographs, audio interviews, historic film clips, and noteworthy newspaper articles. The Project Director will also scout important locations, identify relevant interview subjects such as community experts, firsthand testimonials, and local historians. Although research materials will be collected in advance, students will have ample opportunity to select, narrow, frame, and refine these topics as well as make the countless creative decisions involved in transforming them into film. The program will guide students through these decisions by situating them within relevant debates, traditions, and modes of critical historiography and creative analysis.

MAPS Media Institute will provide professional instructors to create and facilitate a curriculum integrating all aspects of film production, resulting in a finished film. MAPS is a Montana-based non-profit educational organization recognized in 2017 with a National Arts and Humanities Youth Programs award, an honor given to the top 12 creative youth organizations in the country. MAPS uses relevant technology to encourage young people's capacity to effectively communicate through curated media arts programming, digital literacy, critical dialogue and creative production.

The humanities content for the first summer will center on the impact of the Spanish Flu pandemic in Montana, which claimed 1% of Montana’s population (5,000 lives) in 1918-1919, the country’s third highest mortality rate. Students will research how this flu affected their own community and their ancestors, using journals and photo archives from MHS and the nursing faculty at Helena College, as well as interviewing children of survivors. The Spanish Flu and the local response and impact will be put in conversation with the current pandemic. Students may refer to texts such as “[‘No More War, No More Plague’: The Spanish Influenza Pandemic Toll on Montana,](#)” which was published in *Montana The Magazine of Western History* in 2018, represents the timely, scholarly work of the historical society and shows students the importance of local historians in other modes of documentary storytelling.

The second summer, the topic of the crucial yet often overlooked role of people of color, specifically African and Chinese Americans, in the formation of the region will be explored. In 1870, Helena was the most ethnically diverse city in the country, with twenty percent of its population, for instance, made up of Chinese Americans. African Americans also played a significant yet underrepresented part in Montana’s social and economic history from the time of the first European settlers onward, from the Buffalo Soldiers, to York on the Lewis and Clark expedition, to Stagecoach Mary Fields, to musicians Taylor Gordon and Charley Pride. The MHS holdings include a remarkably rich and under-utilized collection of resources on Montana’s African-American history, including an archive of two Black-owned newspapers, census information, maps, property inventories, essays, first-person narratives, photographs, manuscript collections, and artifacts. (See Attachment 3: Reading List.)

The third summer will focus on the smelting history of East Helena (population 2,089). East Helena has just built its first high school, whose first class of seniors will enter college in

2023. Although Helena was founded as a gold camp, its economy diversified and the city became the state's capital in 1889. East Helena was founded in 1888 to smelt lead, an industry that employed the town's people until the smelter closed in 2001, resulting in mass layoffs and a legacy of toxic waste. This project will help the new East Helena High School students develop pride in their unique community and give them the opportunity to work alongside former classmates from Helena High as they explore their community's history.

Research, writing, interviewing, and film production will be integrated with *College Bridge* activities led by Helena College humanities faculty, who will infuse humanities scholarship into the program and expose students to courses offered at Helena College. Virginia Reeves, who teaches creative writing, will lead a storytelling workshop for students, covering the elements of a compelling story. Seth Roby, a fine arts instructor, will demonstrate how art and history intersect, such as in the graphic art of pandemics. Kim Feig, who teaches a course on media and popular culture, will present on the cultural, social, and political implications of each summer topic. Rick Henry will contribute expertise in environmental studies by linking the East Helena smelter to course offerings such as Nature and Society. Students will explore majors in the humanities with a focus on opportunities available to Helena College transfer students through co-admission and other four-year institutions. (See Attachment 9: Other Documents.)

The final activity will be marketing and dissemination. (See Dissemination section.)

Project Personnel

Project Director Dr. Ari Lee Laskin, employed as a Film Producer for Helena College's TRIO Program, is also a Research Professor at Occidental College and a film instructor for MAPS Media Institute in Helena. He will work part-time for six months each year

preparing and implementing the program. Ari has a PhD and MA in Visual Studies and an MA in Environmental Studies/Social Political Thought. He frequently works as a writer and editor in academic publishing and film programming, and he also serves on film festival juries.

Stephanie Hunthausen, the Director of K-12 Partnerships at Helena College, helps students plan for college and careers by promoting career pathways and dual credit. As a high school liaison and advisor, she will play an important role in recruiting students for the summer bridge program, promoting humanities majors and helping students earn credits they can apply directly to a 4-year institution or towards an associate of arts transfer degree at Helena College.

Helena College Faculty who will integrate humanities-focused sessions into the program are tenure-track, full-time faculty. (See Attachment 4: Résumés.)

MAPS Media Institute will design and teach the media skills curriculum during the summer program. MAPS' mission is "to empower, inspire and prepare Montana's next generation for future success through professional media arts instruction, engaged community service, and compassionate mentoring." The Institute has the expertise to ensure that high-school aged students will learn the basics of film-making and that the product will be professional-level quality. From MAPS, **Dru Carr, Director of Programming**, will serve as the curriculum director and primary instructor for the project. With an M.S. in Environmental Studies, he is a filmmaker and co-founder of the film production company High Plains Films and co-founder of the Big Sky Documentary Film Festival. (See Résumés.)

Dr. Jan Clinard, who is semi-retired from Helena College, will serve as Evaluator, developing and administering survey instruments, analyzing results, and working with the Project Director to publish articles about the project. (See Résumés.)

Institutional Context

Established in 1939 as the first institution to provide vocational-technical education to citizens of Montana, Helena College serves a large, mostly rural geographic area. Since transitioning from vocational-technical to community college with a transfer mission, the college has struggled to reframe its image as a viable starting place for students who want to complete degrees in the humanities.

Despite its size and reputation for career and technical training, Helena College has the capacity to carry out this project successfully. To begin, college just launched “Guided Pathways,” an overhaul to the advising and degree-planning approach with a significant Associate of Arts pathway called *Communications, Humanities, and Fine Arts*. Second, in the spring of 2020 the college entered into new co-admissions agreements with four-year institutions, Carroll College and the University of Montana. Third, a film producer/humanities professor from Occidental College, Dr. Ari Laskin was hired to produce a short film that documents students’ transition stories for the college’s Student Support Services program for low-income, first-generation students. Finally, in 2019, MAPS Media Institute began offering after-school programming for high school students at the local Holter Museum of Art and is attempting to expand its presence in Helena. With these fortuitous circumstances, Helena College is positioned to fully utilize other community resources, such as the Montana Historical Society, and to create an appealing college bridge program that connects the humanities, media arts, and college planning.

With this proposal, Helena College offers a program that strengthens its humanities image, yet reflects its technical and transfer missions. The bridge program is geared toward

students who need an extra impetus to enter college and a pathway that transfers to four-year institutions with majors such as history, fine art, English, and media arts.

Follow up and Dissemination

Anticipated long-term project impacts: This *Summer Bridge Program* will reaffirm Helena College as a viable starting place for students who plan to pursue college programs in the humanities, as an institution with strong partnerships in the community, and as a resource for innovative programming. Helena College will recruit from among the nearly 360 students who enroll in eight humanities dual credit courses offered through Helena College each year. Incentivized by our dual-credit scholarship program, we expect that at least half of the 20 students who attend the program will enter the *Communications, Humanities, and Fine Arts* transfer pathway at Helena College and transfer to a university program.

Disseminating project outcomes to a wider audience: Marketed through student-selected strategies, films will be screened for the public at Helena's Holter Museum of Art, in the Helena College lecture hall, and in the local high school auditoriums. They will also be posted on the MAPS and Helena College websites. Faculty members, MAPS staff, and the Project Director are committed to wide dissemination of the documentary films through these public viewings and on their organization's websites and submission to film festivals. The Director will also focus on securing free or low-cost streaming distribution through proven streaming platforms such as Kanopy (<https://www.kanopy.com/>). Class presentations about the experience, final projects, and accounts of the research and production process will be incorporated into faculty's courses.

Maintaining digital materials after the period of performance: Helena College will maintain the raw media files on hard drives, final film and audio files; and archive final products for the website. In addition MHS will add the documentary films to their collection.

Evaluation

Evaluator Dr. Jan Clinard, who has an extensive background in interdisciplinary curriculum and assessment, will develop, administer, and analyze evaluation instruments. The student component of the project will be evaluated by collecting data from each participant, establishing benchmarks with their pre- and post-levels of knowledge about the historical topic, film-making basics, media use, and career expectations. In addition, students' satisfaction with the activities and final product will be assessed by administering a survey instrument. Analysis of this data will become part of Helena College's ongoing, systematic assessment of all its programs and services, assuring continuous improvement. As a follow-up, the college will track student enrollment in the targeted programs, with the goal that 50% of the served students will enter into a humanities-based pathway at Helena College. The college will record the number of credits awarded to students, initially as continuing education until academic credit is approved by the Academic Standards Committee. Evaluator and staff will rate student portfolios with records of their research, projects, and reports using a scoring rubric. The evaluator will track how faculty incorporate films into their courses and how they mentor participants who enroll.

The production component of the project will be evaluated by administering rating instruments to historians at MHS, determining how each film will be utilized. Audience size will be recorded; public reaction will be evaluated through observation; and films will be entered in festivals to measure their success in relation to similar productions.

WORK PLAN

A Bridge to Humanities Pathways: Using Film to Explore Local Culture and History

Year One

Timeframe	Activities	Responsibility	Outcomes/Objectives
April-June 2021	<p>Planning:</p> <p>Select Summer Program Dates</p> <p>Coordinate & finalize staffing</p> <p>Plan humanities workshops: select relevant art, literature, historical documents, images</p> <p>Develop cohesive curriculum</p> <p>Recruit humanities-leaning students</p> <p>Complete paperwork for credit; develop evaluation instruments</p>	<p>Grant Director, MAPS instructors, Montana Historical Society (MHS) historians, Humanities faculty (English, Art, Cultural Studies), plus Nursing</p> <p>K-12 Partnership Director</p> <p>Registrar Evaluator</p>	<p>Details are finalized</p> <p>Humanities content is integrated into film-making experience</p> <p>Curriculum is completed for intensive film-making workshop</p> <p>Appropriate students are motivated to participate</p> <p>Program outcomes are quantified</p>
July-August 2021	<p>Implementation:</p> <p>Complete preliminary work of gathering historical resources on pandemics</p> <p>Secure commitments from potential interviewees</p> <p>Implement program with student research, instruction, filming, interviewing, editing, and marketing.</p> <p>Deliver bridge workshops, integrate into film aspects</p> <p>Administer evaluation instruments</p>	<p>MHS researchers, Project Director, faculty, consultants</p> <p>MAPS instructors, Helena College faculty and staff</p> <p>Student participants*</p> <p>K-12 Partnership Director</p> <p>Evaluator</p>	<p>Student learn:</p> <ul style="list-style-type: none"> • Interdisciplinary approach to gathering resources to translate story to film, how media is affected by events, cultural repercussions, etc. • Art of interviewing • How to take ideas from concepts to finished films • Equipment use & set etiquette • Marketing and distribution process • Value of and how to complete a humanities pathway
Sept 2021	<p>Dissemination:</p> <p>Edit and polish film as needed (audio, etc.)</p> <p>Market/promote film/distribution</p>	<p>MAPS, MHS, College faculty</p> <p>Screening venues: Community members at Holter Museum of Art;</p>	<p>Finished documentary film enhances MHS holdings and reaches wide audience</p> <p>Community develops interest in program</p>

	Host community screenings & disseminate to other audiences Evaluate and report	local high schools; Helena College faculty, staff, students K-12 Partnership Director Evaluator	Enrollment in humanities courses increases and faculty improve courses with resources developed through program More students pursue a humanities transfer college program Initial evaluation completed to improve next year's program Increase distribution
	Submit to Film Festivals	Project Director	

* We anticipate that Covid 19 will be under control by August, 2021. If not, students will be separated into small groups to maintain social distancing and masks will be required.

Years Two and Three

Timeframe	Activities	Responsibility	Outcomes
April-June 2022	Planning: plan for year 2; Apply lessons from year 1 Pursue college credit	Same as year 1, add Academic Standards Committee	Evaluate and improve experience Program approved to award college credit
July- August 2022	Implementation: Gather resources for minority roles in regional history	Same as year 1, add literature instructor on team	Expand student involvement
Sept 2022	Dissemination: Achieve wider dissemination	Same as year 1, pursue additional screening venues	Expand audience, enhance humanities offerings
April-June 2023	Planning: Plan and apply lessons from years 1 & 2	Same as years 1 & 2	Explore development of permanent media arts program
July- August 2023	Implementation: Gather resources for East Helena lead smelter and toxic waste impact	Same as year 1 & 2, add Environmental Studies instructor on team	Explore continuation through additional funding opportunities
Sept 2023	Dissemination and final reports Submit articles about program for publication	Repeat team roles Evaluator and Program Director	Films earn awards; Continuation of program is expected by community, students, and faculty. Articles about program are published

Draft Summer Bridge Program Schedule with Interdisciplinary Plan

Week One	Time	Activity	Participants
Mon	8:30-9:30	Instructor Meeting	Director & MAPS instructors
	9:30-11:45	Storytelling Workshop	Students, English & MAPS instructors
	12:00-12:45	Lunch	All
	12:45-1:30	Overview of liberal arts and humanities methodologies of film production, with the focus on the seamless integration of film history and theory with the technical elements of filmmaking	Project Director and students
	1:30-4:30	Equipment Orientation, with tie-in to how story is translated into film	All instructors
	4:30-5:00	Debrief Meeting	Director and Instructors
Tues	9-9:30	Instructor Meeting	
	9:30-11:45	Art Medium Workshop	Students, Art & MAPS instructors
	12:00-12:45	Lunch	All
	12:45-4:30	Equipment Orientation continued, with tie-in to emerging art media influences and affects	Students, all instructors
	4:30-5:00	Debrief meeting	Director and instructors
Wed	9-9:30	Instructor meeting	
	9:30-11:45	Cultural, social, and political implications of topic; Ideate ethos/thesis of film; Brief overview of history of documentary's contentious relationship to objectivity, bias, and colonialism; Identify critical and analytical interventions; Survey canonical historical debates, films, and literature relevant to the topic	Students, Cultural Studies & MAPS instructors
	12:00-12:45	Lunch	All
	12:45-4:30	Archives and filming, with tie-in to morning workshop	Students, all instructors, MHS historians
	4:30-5:00	Debrief meeting	Director and instructors

Thurs	9-9:30	Instructor meeting	
	9:30-11:45	Instructor with expertise/resources suitable to topic (nursing, literature, environmental studies)	Faculty member and MAPS instructors
	12:00-12:45	Lunch	All
	12:45-4:30	Interviewing Skills and other planned curriculum	Students, all instructors
	4:30-5:00	Debrief meeting	Director and instructors
Friday	9-9:30	Instructor meeting	All
	9:30-12:30	Brainstorm script ideas, image selection, etc.	Students, MAPS instructors, MHS
	12:30-1:00	Instructor Debrief	
Week Two	Time as needed	Activities	Participants
Mon		Interviewing, Selecting materials, Filming, etc.	Students, film instructors, Director
Tues		Interviewing, Selecting materials, Filming, etc.	Students, MAPS instructors, Director
Wed		Morning workshop on humanities pathways, majors, careers and discussion with students about how program inspired interest; continue filmmaking in afternoon	K-12 Partnership Director, Students, MAPS instructors, Director
Thurs		Editing, etc.	Students, MAPS instructors, Director
Friday		Add debriefing, complete evaluations to film-making activities	Students, MAPS instructors, Director

Readings

Spanish Flu:

- Davis, Ryan A. "Introduction: Epidemic Genre and Spanish Flu Narrative(S)." *The Spanish Flu: Narrative and Cultural Identity in Spain, 1918*, edited by Ryan A. Davis, Palgrave Macmillan.
- Dicke, Tom. "Waiting for the Flu: Cognitive Inertia and the Spanish Influenza Pandemic of 1918–19." *Journal of the History of Medicine and Allied Sciences*, vol. 70, no. 2, Apr. 2015, 195–217.
- Hansen, Colleen Clancy. *Destination: Butte, Montana*. United States, Colleen Clancy Hansen, 2014.
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- Judy, Beth. *Bold Women in Montana History*. United States, Mountain Press Publishing Company, 2017. [Myrna Loy and the Spanish Flu](#)
- Keil, Ulrich, et al. "The Invention of the Swine-Flu Pandemic." *European Journal of Epidemiology*, vol. 26, no. 3, Apr. 2011, p. 187.
- Mullen, Pierce C., et al. "[Montanans and 'The Most Peculiar Disease': The Influenza Epidemic and Public Health, 1918-1919.](#)" *Montana The Magazine of Western History* 37, no. 2 (1987): 50-61.
- Olberding, Janelle M.. *Butte and the 1918 Influenza Pandemic*. United Kingdom, Arcadia Publishing Incorporated, 2019.
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- Todd, S. H., et al. (2018). "No more war, no more plague": The Spanish influenza pandemic toll on Montana. *Montana; the Magazine of Western History*, 68(2), 27-44,93-94.

People of Color in Helena:

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- Blumberg, Rhoda. *York's Adventures with Lewis and Clark: An African-American's Part in the Great Expedition*. United States, HarperCollins, 2006.
- Cartwright, Lisa, and Sturken, Marita. *Practices of Looking: An Introduction to Visual Culture*. United Kingdom, Oxford University Press, 2017.
- Britten, Thomas Anthony. *American Indians in World War I: At Home and at War*. United States, University of New Mexico Press, 1997.
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- Gilluly, Jack C. *Charley Pride*. United States, Pintler Place Press, 2009.
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- Metcalf McConnell, Miantae. *Deliverance Mary Fields, First African American Woman Star Route Mail Carrier in the United States: A Montana History*. United States, Huzzah Publishing, 2016.

- Mirzoeff, Nicholas. *An Introduction to Visual Culture*. United Kingdom, Routledge, 1999.
- Pride, Charley, and Henderson, Jim. *Pride: The Charley Pride Story*. United States, HarperCollins Publishers, 1995.
- Richard, W. S. (2002). Vaqueros, cowboys, and buckaroos. *Montana; the Magazine of Western History*, 52(1), 82.
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- Zhu, L. (2003). RACIAL FRONTIERS Africans, Chinese, and Mexicans in western America, 1848-1890; *the Magazine of Western History*, 53(4), 70-70,72.

East Helena Smelter:

- Barringer, Mark Daniel. *Selling Yellowstone: capitalism and the construction of nature*. United States, University Press of Kansas, 2002.
- Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Germany, Wiley, 2009.
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- Sturgeon, Noël. *Environmentalism in popular culture: gender, race, sexuality, and the politics of the natural*. Tucson, University of Arizona Press, 2009.

Résumés

HELENA COLLEGE STAFF

Dr. **Ari Lee Laskin** is currently a Film Producer for Helena College's TRIO Student Support Services Program, a Research Professor at Occidental College, and a film instructor for MAPS Media Institute in Helena Montana where he has also served as the Program Director. He is the co-founder of Double-Blind Media based out of Los Angeles and Holland. He has been an Assistant Professor of Comparative Media Studies at Occidental College in Los Angeles for the past several years, where he taught courses in global cinema, experimental film, critical studies, film genre, documentary studies, and film production. Ari has a PhD. and MA in Visual Studies and an MA in Environmental Studies/Social Political Thought. He has been an Andrew W. Mellon Post-Doctoral Fellow and frequently works as a writer and editor in academic publishing, film programming, and also serves on film festival juries. Ari is currently writing a book-length project exploring the social history of infrared from 1800 to its current uses within militarism, art, cinema, and science. As a filmmaker, Ari's films are shown internationally, and he is nearing completion of a feature-length film examining conceptions of authenticity, race, and privilege in foodie culture. (Note: [REDACTED] [REDACTED])

Stephanie Hunthausen is the Director of K-12 Partnerships at Helena College. She has a master's degree in English literature and has worked in higher education since 2008. Her experience in higher education includes academic tutoring and support, instructing college composition and freshman seminar courses, college admission and enrollment (Carroll College), academic advising and first-year transitions (University of Washington), and TRIO Student Support Services (Helena College). In her current role she manages Helena College's dual enrollment program including student registration and curriculum alignment, and serves as an advisor to dual enrollment students by helping students select relevant coursework for their chosen career pathway.

Dr. Jan Clinard, holds a BA in English, MEd in Curriculum and Instruction, and an EdD in Educational Leadership. She taught high school mass communications, English, and journalism

in Butte and Kalispell, Montana, and worked for eleven years at the Montana Office of Public Instruction where she served as the English Language Arts and Curriculum and Assessment Specialist and developed a statewide interdisciplinary, inquiry-based curriculum called *The Framework for Aesthetic Literacy*, as well as multiple resources for curriculum and assessment development. For twelve years, she served as the College Readiness Director for the Montana Commissioner of Higher Education and directed the *Montana University System Writing Assessment*. She been with Helena College for nine years, providing workshops for high school teachers in literacy instruction, developing career pathways, and coordinating grants. During her career, she has presented numerous workshops for National Council of Teachers of English Language Arts (NCTE) Annual Conferences, chaired two Northwest Regional NCTE conferences, and presented keynote and workshop sessions at several conferences, for K-12 teachers, college faculty, and school administrators. Her relevant publication include:

- *The Montana University System Writing Assessment: A Practical Guide to Writing Proficiency*, Office of the Commissioner of Higher Education, 2012.
- *Putting Arts Standards into Practice with Aesthetic Literacy*, NASSP Bulletin, April 1998.
- *Literary Bridges: Linking Language Arts and Bilingual Education*, Primary Voices (an NCTE publication), August 1996.
- *Introducing the Framework for Aesthetic Literacy: Integrating English and the Arts for Quality Education*, Montana English Journal, Fall 1994.
- *Assessment Planning: A Process Guide with Three Design Options*, Montana Office of Public Instruction, 1994.
- *Student Assessment: Keys to Improving Student Success*, MT OPI, 1993.
- *Program Assessment: Six Steps to Program Improvement*, MT OPI, 1992.

HELENA COLLEGE FACULTY

Virginia Reeves teaches writing, literature, and communications at Helena College, where she also founded the storytelling project, Necessary Narratives—a program devoted to fostering social belonging through the sharing of personal narratives. In addition to her teaching, Virginia is a professional writer, with two novels out from Scribner. The first, *Work Like Any Other* was longlisted for the Man Booker Prize and the Center for Fiction’s First Novel Prize, and Booklist

named it to their Top 10 First Novels of 2016. It has been translated into multiple languages, and the French translation won the Page/America prize, the SensCritique prize, and Prix littéraire de l'UIAD, and it was recently adapted into a graphic novel. Her second novel, *The Behavior of Love*, was released in 2019 in the US, UK, and Australia, with a French translation forthcoming. Virginia is a graduate of the Michener Center for Writers at the University of Texas at Austin, where she earned her MFA in creative writing. She also holds a MA in teaching from Willamette University and a BA in English writing from Carroll College.

Kimberly Feig received a MA in Culture and Theory with graduate certificates in Critical Theory and Gender and Sexuality Studies from the University of California, Irvine, and an MA in Women and Gender Studies from San Francisco State University. She is a Cultural Studies and Sociology faculty member and the Disability Services Coordinator at Helena College. Kimberly has over ten years of teaching courses that interrogate the intersections of race, gender, class, and sexuality. She is currently a Ph.D. student in Adult and Higher Education at Montana State University, Bozeman.

Seth Roby has a M.F.A- Printmaking, New Mexico State University, K-12 Art Educations Certification Western Colorado University. Roby has worked in the arts in several capacities over the past years serving as a teacher in Peace Corps Ghana 2012-2014, Holter Museum of Art staff 2015-2017, Carroll College art adjunct faculty 2016-2019, and Helena College adjunct and full time art instructor since 2015. He is a practicing professional artist showing both nationally and internationally with his works in the printmaking medium. Roby serves in many volunteer capacities for local arts organizations including the Holter Museum of Art, Myrna Loy Theatre and as a board member for Arts Mobile Montana which gives an art show and lessons to rural schools throughout Montana.

Rotating faculty (the fourth faculty role) for topic-specific contributions will include tenure-track instructors from the nursing, English, and science departments. Among rotating faculty members will be Rick Henry who provide a workshop on the region's superfund sites (including East Helena), what is being done to alleviate their environmental impact, and how this status affects history and culture.

Rick Henry holds a MS in Biology from the University of Nebraska and has taught at Helena College since 2011. He currently teaches Diversity of Living Systems, Principles of Biological Diversity, Discovery Biology, Nature and Society, Genetics and Evolution, and Environmental Science. With 24 years of classroom experience, Henry is adept at infusing current events, trends, and topics into meaningful lessons which parallel and reinforce the existing curriculum. He has served as Department Head, taught dual credit courses, been honored as Teacher of the Year in Yutan Nebraska, created State Science Standards, and served as a Peace Corps Volunteer.

CONTRIBUTING ORGANIZATION AND PROFESSIONALS

Jeffery K. Malcomson, the Photographic Archives Manager at the Montana Historical Society will assist the Project Director and students in their research locating images for their documentary films. Malcomson supervises archives of more than 500,000 photographs, as well as research and reference services, collections management, and digitization, including moving images. He has worked for the Montana Historical Society since 2005; was an archivist for Arizona State Library from 1998-2005. Malcomson is a Certified Archivist and holds a MA in History from Colorado State University. See [Montana Historical Society](#) website.

MAPS Media Institute, a nationally awarded, Montana-based non-profit educational organization whose mission is “to empower, inspire and prepare Montana’s next generation for future success through professional media arts instruction, engaged community service, and compassionate mentoring.” MAPS uses relevant technology to encourage young people's capacity to effectively communicate through curated media arts programming, digital literacy, critical dialogue and creative production. Their programs inspire creativity and instill confidence in students, empowering them with skills to navigate their future. Consult their website to see students at work: [Maps Media Institute](#). MAPS has the expertise to ensure that high-school aged students will learn the basics of film-making and that the product will be of the highest quality. For example, in 2017, MAPS was recognized with a National Arts and Humanities Youth

Programs (NAHYP) award, an honor given to the top 12 creative youth organizations in the country. It was bestowed collectively by the National Endowment for the Arts, the National Endowment for the Humanities, the Institute of Museum and Library Services, and the National Assembly of State Arts Agencies. MAPS awards for specific productions include:

[Looking Forward From Yesterday](#)

- Winner, 2020 National Academy of Television Arts and Science, NW Chapter, Student Production Award, Short Form Non Fiction
- Selection, 2020 Portland International Film Festival
- Selection, 2020 Big Sky Documentary Film Festival

[EAST](#)

- Winner, 2020 National Academy of Television Arts and Science, NW Chapter, Student Production Award, Short Form Fiction
- Selection, 2020 Portland International Film Festival

[In This Together, We Are One: the Buffalo Unity Project](#)

- Selection, 2020 Big Sky Documentary Film Festival

[Browning Rising Voices](#)

- Winner, 2020 National Academy of Television Arts and Science, National Student Production Award, Short Form Non Fiction
- Winner, 2020 National Academy of Television Arts and Science, NW Chapter, Student Production Award, Short Form Non Fiction
- Selection, 2020 Big Sky Documentary Film Festival

Clare Ann Harff, MAPS Executive Director founded The Clay Studio of Missoula after receiving her BFA from the University of Montana. She was the Executive Director from 1998-2003 and served on the Board of Directors until 2012. Clare Ann joined the MAPS staff in 2013 as an instructor and curriculum designer. She was promoted to Program Director in 2014 and to Executive Director in 2017. She brings 22 years' experience in non-profit arts management and arts education in the public schools.

Dru Carr, Director of Programming is a filmmaker in Missoula, MT. After receiving his MS in Environmental Studies from the University of Montana in 1996, he co-founded the independent filmmaking team High Plains Films in 2000. Dru was nominated for a national News and Documentary Emmy Award in 2008 as a co-director of the film Libby, Montana. He received the True/False West Visionary Award, given to filmmakers who have “placed an

indelible mark on the world of documentary filmmaking.” Carr is also co- founder of the Big Sky Film Institute, which sponsors the annual Big Sky Documentary Film Festival. He joined the MAPS team in 2016 as a film instructor and director of programming.

CONSULTANTS

Tim Seiber, PhD (tim_seiber@redlands.edu) is an Associate Professor of Science and Media Studies at the Johnston Center for Integrative Studies at the University of Redlands. His primary interests are in the history of media and visualization, especially as it pertains to scientific and medical image-making from the 17th century to the present. He teaches courses on the history of science, media history and theory, feminist and queer science studies, and digital culture. He often co-teaches courses with colleagues and students in the sciences and humanities, and encourages integrative learning inside and outside the classroom through events planning, independent studies, and media production.

Nasser Mufti (nmufti@uic.edu), PhD, is an Associate Professor in the Department of English at the University of Illinois at Chicago. His research and teaching focuses on nineteenth century British and postcolonial literature, as well as critical and political theory. He is especially interested in literary approaches to the study of nationalism. His first book, *Civilizing War: Imperial Politics and the Poetics of National Rupture* ([Northwestern University Press, 2017](#)) ([online version and PDF](#)) argues that narratives of civil war energized and animated nineteenth-century British imperialism and decolonization in the twentieth century. The conceptual core of the book adapts a famous phrase of Benedict Anderson to asks what it means to “un-imagine” community, while its historical arc tracks the shifts in narratives of civil war from the Victorian period to the age of decolonization to the contemporary refugee crisis. Where once the narratives of civil war were directed internally at metropolitan society, today they are directed exclusively outwards at the Global South and provide the basis for liberal-humanitarian interventionism. This project has led him down two research tracks. The first considers what C.L.R. James’ theory of the nineteenth century might look like, and how this might alter the norms of historicism and the historical novel. The second, tentatively titled “Colonial Moralia,” interrogates how postcolonial thought conceives of the idea of the “limit” in its historical

imagination. His work has appeared in *The Journal of Narrative Theory*, *NOVEL*, *Nineteenth Century Literature*, *Victorian Literature and Culture*, and *b2o: An Online Journal*.

Danielle Dirks, PhD () is a sociologist, professor, and author. Her research and teaching interests are concerned with fundamental questions about justice and inequality in society. She is the author of *Confronting Campus Rape: Legal Landscapes, New Media, and Networked Activism* (forthcoming) and co-author of *How Ethical Systems Change: Lynching and Capital Punishment* (Routledge, 2015; 2011). She is currently working on *Punishment in the Age of Google: The Mark of a Digital Criminal Record*. Her work has been featured in the *New York Times*, *National Public Radio*, *Gawker*, *Ms. Magazine*, *Chronicle of Higher Education*, and a handful of feature-length documentaries.

Dr. **Kim Icreverzi** () received her MA and PhD in Comparative Literature from the University of California, Irvine. After completing her doctorate, she taught at Boston University as a lecturer in Japanese and Comparative Literature and a Visiting Scholar in Women's, Gender and Sexuality Studies. Most recently she was a postdoctoral fellow at the Edwin O. Reischauer Institute of Japanese Studies at Harvard University as well as an instructor in the East Asian Languages and Culture program at the University of California, Berkeley. She is at work on two book projects related to gender, labor, and value in postwar Japanese cinema - first in popular genre cinema from the 1960s and 1970s and, for the second project, in a transnational Japanese cinema absorbed with the gendered figure who performs what Dr. Icreverzi terms a "somnia-labor" to guard the sleep of others.

A Bridge to Humanities Pathways in College:

Using Film Production to Explore Local Culture and History

INSTITUTIONAL PROFILE

Helena College offers 28 associate degrees and certificates in general education, technical, and trades programs. There are twelve pathways for transfer and career readiness among the institution's three departments. Helena College employs 30 full-time faculty and 124 adjunct and part-time faculty. Course offerings in the humanities have grown over the last five years to encompass composition, speech and interpersonal communications, literature, art, and American and Montana history. Helena College is part of the Montana University System and has been affiliated with the University of Montana since 1994.

In fall 2019, the College enrolled 1,425 students, nearly one third of them (426) in general education/transfer programs. During the 2018-2019 academic year, the College awarded 70 certificates and 214 associate's degrees, 34% of which were Associate of Arts or Associate of Science degrees. One of Helena College's strategic goals includes a commitment to facilitating seamless transfer to a four-year institution. Within three years, 35% of the Fall 2016 entering cohort had transferred to another institution.

Among other factors, Helena College has identified both dual enrollment and continuing education students as a focus for recruitment. Dual enrollment has seen steady growth over the last five years, and currently accounts for one third of the institution's total enrollment. Of the dual enrollment students who later enroll Helena College, more than half pursue a transfer degree. The College also offers a variety of popular credit and non-credit continuing education courses for workforce training and personal enrichment. Three recurring courses lead into credit-bearing programs, demonstrating an opportunity to further develop this pathway.

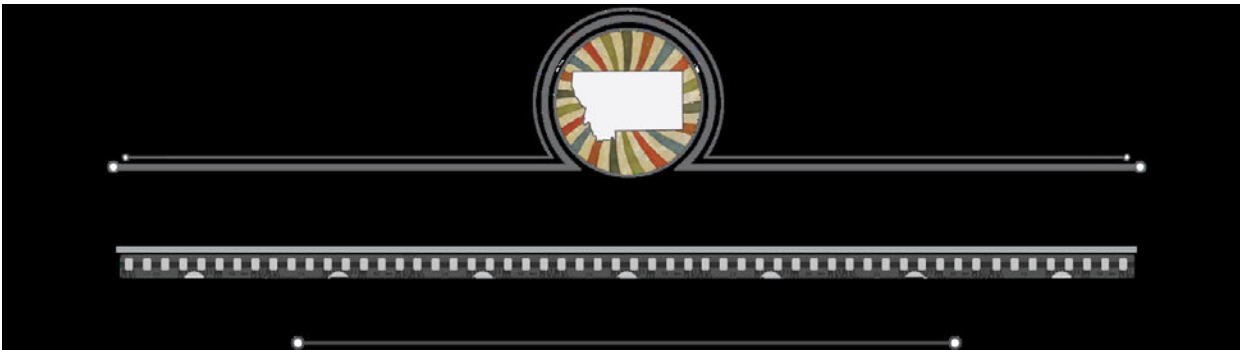
Attachment 9: Other Supporting Documentation

1) Additional information about MAPS Media Institute

- a. Organizational Summary
- b. Organizational Values
- c. Programmatic Goals

2) Humanities Pathways: High School to Helena College to Four-Year Degrees

- a. Dual Credit Humanities Course Offerings
- b. Co-admissions Transfer Programs
 - i. Carroll College Humanities Programs
 - ii. University of Montana Humanities Programs



“What is the winning combination to MAPS success?”

Put professional equipment into the hands of students with the guidance of compassionate, professional artist - educators. MAPS students learn by doing: they explore their interests and dreams, develop their imaginations, challenge their comfort zones, share their stories and train on state-of-the-art equipment. MAPS teaches communication, creative process, critical thinking, and collaboration - concepts which are integral to "future readiness" in all fields, and in life - period.”

-Clare Ann Harff, Executive Director

MAPS Organizational Summary

MAPS Media Institute is a non profit educational organization whose mission is *“to empower, inspire and prepare Montana's next generation for future success through professional media arts instruction, engaging community service and compassionate mentoring.”* MAPS helps young people view their lives through a lens of possibility - engaging with their communities as supportive citizens, while learning relevant communication skills and experiencing “real world” opportunities.

MAPS is a flagship media arts organization in Montana and serves as a model for creative youth development across the nation. In 2017, MAPS was recognized with a National Arts and Humanities Youth Programs (NAHYP) award, an honor given to the top 12 creative youth organizations in the country. It was bestowed collectively by the National Endowment for the Arts, the National Endowment for the Humanities, the Institute of Museum and Library Services, and the National Assembly of State Arts Agencies. Additional external accolades include 9 regional High School Student Production Awards from the NW Chapter of the National Academy of Television Arts and Sciences, and 1 National Student Production Award (equivalent to High School Emmy Awards). MAPS student films have been selected to screen at numerous film festivals including the Big Sky Documentary Film Festival and the Portland International Film Festival.

Founded in 2004 as an elective filmmaking class at Corvallis High School, MAPS taught 20 students its inaugural year. Since then, MAPS has become a year round after school and summer media arts institute working with thousands of students from dozens of schools across Montana each year. MAPS program development and success are a direct result of dynamic STEAM based curriculums facilitated by professional instructors which integrate filmmaking, graphic design, music production, computer science, entrepreneurship, future readiness and community service. MAPS year round afterschool and summer programs serve students in Ravalli and Lewis & Clark counties, with a seasonal 16 wk program on the Flathead Indian Reservation (Lake County). The MAPS Media Lab, our statewide

outreach program, facilitates intentional media projects with communities on the Blackfeet, Fort Belknap, Fort Peck and Flathead Indian Reservations.

MAPS works to create lifelong learners ready to engage with the modern world, finding creative solutions to the challenges they face personally and as part of their communities. Our goal is to provide these opportunities to young people in rural and Reservation communities and to help them know success, however they choose to define it. A particular strength of MAPS is the emphasis on college and career readiness, workforce development and community service learning projects. MAPS recognizes that there are many routes toward success, and we show students how creative endeavors can lead to a wide range of practical applications, both personally and professionally.

Organizational Values

- Education: provide professional instruction/equipment and relevant STEAM based media arts curriculums
- Mentorship: support and empower the next generation through meaningful relationships
- Creativity: encourage and inspire imagination, self-expression, and artistry
- Community: nurture meaningful relationships and effective collaborations
- Health: create an environment that supports physical, mental, social, and creative well being
- Diversity: recognize, understand and respect individual beliefs, cultures, abilities and perspectives
- Story: promote the sharing of stories and critical dialogue
- Innovation: continual evolution of forward thinking strategies

Programmatic Goals

1. Cultivate creativity and self-expression through professional, free-of-charge STEAM based media arts after school and summer programming for 8th - 12th grade students in:
 - a. Ravalli County: serving Corvallis, Darby, Hamilton, Victor and Stevensville, private and homeschool students (*since 2004*)
 - b. Lake County: serving students of the Flathead Indian Reservation from Polson, Ronan, St. Ignatius, private and homeschool students (*since 2017*)
 - c. Lewis & Clark County: serving students from Helena and Capitol High, East Helena and private and homeschool students (*since 2019*)
2. Collaborate with rural and Reservation communities to design STEAM based media projects that fit their unique needs, ranging from short intensive workshops to multi-week projects through the MAPS Media Lab statewide outreach program;
3. Create an environment in which youth experience meaningful and impactful relationships;
4. Empower students to share their stories and creative work with a larger audience across multiple platforms;
5. Curate programming that offers future-ready skills for students to explore productive college and career pathways;
6. Curate opportunities and experiences that help develop youth to be part of an innovative workforce.

Humanities Pathways: High School to Helena College to Four-Year Degrees

The following humanities courses are currently offered for college credit through a partnership with Helena College and area high schools. Students enrolled in these courses will be invited to participate in the Helena College *Summer Bridge Program* where they can explore humanities programs. They will also learn how the college credit that they have earned can apply to a 2-year Associate of Arts degree at Helena College and transfer to a 4-year Bachelor of Arts program.

Helena College Dual Credit Humanities Course Offerings

COMX 111	Intro to Public Speaking
HSTA 101	American History I
HSTA 102	American History II
LIT 110	Intro to Literature
SPNS 101	Elementary Spanish I
THTR 101	Intro to Theater
THTR 120	Intro to Acting
WRIT 101	College Composition I

Transfer to Four-Year Institutions

Helena College has entered into co-admissions agreements with Carroll College in Helena, Montana, and the University of Montana, in Missoula, Montana. With these agreements, students who begin in the Guided Pathways *Academic Program, Arts, Humanities & Communications*, can transition smoothly, transferring all credits to a BA degree plan. Those college majors and minors are listed below.

Carroll College Humanities Majors/minors

Ethics and Value Studies
English literature
Fine Arts
French
History
Philosophy
Spanish
Theatre
Theology

The University of Montana
Humanities Majors/minors

Anthropology (archaeology option)
Arabic Studies
Art
Art History and Criticism
Art Studio
Chinese
Classic Civilization
Classics
Communication Studies (rhetoric and public discourse option)
Creative Writing
Dance
English (literature option)
Environmental Philosophy
Ethics
European Studies
Film Studies
Fine Arts, Integrated Arts and Education
French
German
Greek
History
Irish Studies
Japanese
Latin
Law
Linguistics
Media Arts
Music
Philosophy
Russian/Russian Studies
Spanish
Theater
World Languages and Cultures