

# NEH Application Cover sheet (ES-281207)

## Institutes for School Teachers

### PROJECT DIRECTOR

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Dr. Christine Cusick  
Associate Prof of English, Director of Honors  
1 Seton Hill Dr  
Greensburg, PA 15601-1548  
USA

**E-mail:** cusick@setonhill.edu  
**Phone:** 7245521715  
**Fax:**

**Field of expertise:** Literature, General

### INSTITUTION

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Seton Hill University  
Greensburg, PA 15601-1548

### APPLICATION INFORMATION

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**Title:** *Grappling with Genocide: Fostering Empathy and Engagement through Text and Image*

**Grant period:** From 2021-10-01 to 2022-12-31

**Project field(s):** Interdisciplinary Studies, General; History, General; Literature, General

**Description of project:** This two week institute for educators of grades 9-12 connects best practices in genocide education with contemporary global conflicts through the power of narrative. Sessions will focus on 18th-21st century conflicts, including Native American erasure, the Holocaust, the plight of the Rohingya, and the Yazidi genocide under ISIS. Each day will introduce new textual, visual, and oral narratives, with mornings dedicated to guest lectures and afternoons focused on discussions and experiential learning. Participants will visit Tree of Life synagogue in Pittsburgh and the City of Asylum writing community, meeting with local leaders to discuss opportunities for dialogue. Participants will also explore a range of pedagogical tools, including the Narrative 4 story exchange curriculum and the Question Mark/er Project. Participants will leave the institute equipped to share informed histories related to genocide, and ready to bring complex issues to life via text, image, and encounter.

### BUDGET

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<b>Outright Request</b>	174,426.21	<b>Cost Sharing</b>	0.00
<b>Matching Request</b>	0.00	<b>Total Budget</b>	174,426.21
<b>Total NEH</b>	174,426.21		

### GRANT ADMINISTRATOR

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Cynthia Ferrari  
1 Seton Hill Dr  
Greensburg, PA 15601-1548  
USA

**E-mail:** ferrari@setonhill.edu  
**Phone:** 7248304639  
**Fax:**

## **Grappling with Genocide:**

### **Fostering Empathy and Engagement through Text and Image**

#### **Nature of the Request**

Seton Hill University (SHU) will offer this 2-week NEH Summer Institute (Level I) for the first time on July 11-22, 2022 for 25 educators (grades 9-12). Participants will analyze historical, artistic, and literary texts and employ theoretically informed methodologies for addressing genocide. Sessions will focus on historic and contemporary Native American erasure, twentieth century genocide related to the Holocaust, and twenty-first century genocidal conflicts such as the plight of the Rohingya people in Myanmar and the Yazidi genocide under ISIS. In every case, personal narratives will foreground the experiences of victims of genocidal violence. The Institute will also address recent events in contemporary American culture by visiting key Pittsburgh sites, including Tree of Life synagogue, and meeting with local leaders to discuss the challenges and opportunities for dialogue nationwide. An interdisciplinary team will lead the Institute, including project co-directors who are professors of History and English; accomplished K-16 teachers; and invited guest scholars with expertise in Native American literature, religious studies, the Holocaust, and genocide education. Participants will leave the Institute able to share informed histories and narratives related to genocide. They will also be equipped with concrete educational tools that bring these complex issues to life via text, image, and personal encounter.

#### **Intellectual Rationale**

Genocide education has become an important addition to curriculum at the K-12 level, as many states either require or strongly recommend that school districts find ways to teach students about the mass murders of World War II (*JTA* 2017). The value of such initiatives is clear, particularly when one considers that since the Holocaust, genocidal actions have continued to occur. Even in places where state-sponsored violence has not been officially institutionalized, many

countries have adopted dehumanizing rhetoric as the basis for laws that marginalize minority populations. The scourge of ISIS in the Middle East in recent years, the repression of Uighurs in China, and the plight of the Rohingya in South Asia show that mass dislocation and planned destruction of minority people and cultures shape world events today.

The **following approaches to genocide education** strongly support the teaching of genocide in the 9-12 curriculum and provide tools for understanding the conditions and consequences of genocidal policies and their ongoing impact in our world today:

**1. Grounding the study of genocide in historical and contemporary developments, bringing these issues to life via text, image, and personal encounter.**

A deliberate pedagogical choice was made to begin with an analysis of genocide in our own backyard--the violence, removal, and erasure experienced by indigenous peoples in North America. When we acknowledge our national complicity in ethnic cleansing, we recognize the range of responses--individual, institutional, and political--that can create a context for genocidal violence. It can be all too easy for American students to think of genocide as something that only happens outside our borders, but in fact our own history demonstrates the dangerous allure of genocidal ideologies. From eighteenth and nineteenth century American history, we turn to the familiar ground of twentieth century global history and Holocaust studies. We approach the genocides of WWII through memoirs, images, and cinema, with a particular focus on texts that will be less familiar for Institute participants, thus opening up new pedagogical options. The Institute continues by addressing contemporary issues related to genocidal violence, including the plight of the Rohingya people in Myanmar as well as the Yazidi genocide under ISIS, and also addresses contemporary issues in the US, with visits to key sites in Pittsburgh related to anti-semitism and the challenges faced by current refugees.

## **2. Diversified topics and materials that enable educators to teach genocide in the widest possible content areas**

Primary texts related to Native American erasure include visual responses by Native American artists as well as narratives such as Tim Tingle's *Walking the Choctaw Road* (2006), Tommy Orange's *There There* (2018), and the poetic anthology (edited by Joy Harjo) *When the Light of the World Was Subdued, Our Songs Came Through* (2020). In our discussion of the Holocaust, we will consider the life and work of Polish educator Janusz Korczak, the testimony of Dutch rescuer Marion Pritchard, and the experiences of women incarcerated in Ravensbruck prison. We will attend to the voices of young people through Alexandra Zapruder's anthology, *Salvaged Pages: Young Writers' Diaries of the Holocaust* (2015), and the 2019 film, *My Name is Sara*. These works will be used in conjunction with additional primary texts focused on refugees and contemporary genocides, as well as photographic exhibitions from SHU's Knights Collection on the Nazi death marches and SHU's *Question Mark/er Project* (see academic schedule for details). We will extend the pedagogical tools available to educators, giving them diverse texts that can help critique contemporary dehumanizing ideologies while simultaneously offering concrete practices for developing empathy by engaging with compelling texts that reveal our shared responsibility for historical events and genocidal violence.

## **3. Development of historical empathy**

Through a cognitive and affective process that engages learners with historical figures and texts, students can better understand how one might have felt within a specific context or lived experience (Colby, 2008; Endacott & Brooks, 2013; Metzger, 2012). In addition to fostering a dispositional appreciation for the complexity of history, this process actualizes historical knowledge and **helps students develop capacities for recognizing diverse perspectives**. There are three aspects that must be present to frame historical inquiry as empathetic. First, the inquiry must be

contextualized within a descriptive historical framework. Second, it must be presented from the perspective of another's prior lived experience. And third, it must provide opportunities for students to connect that lived experience to their own. To this end, one of the most effective ways to engage students in historical empathy is through stories (Endacott, 2014, pp. 5-6). The framework of the Institute honors these three aspects of cognition. Practitioners of genocide education must not only teach the facts and consequences of atrocities but also acknowledge the emotional resonance of those lessons. If the goal of genocide education is to create a world that is so connected that such horror can never be repeated, then we must create opportunities for students to witness the transformative power of human connection.

#### **4. Story as a basis for understanding genocide and as a concrete experiential mode**

The Institute will offer K-12 educators a range of practical tools for considering how the telling, listening, and retelling of stories creates experiences of historical and contemporary empathy formation. One tool is the researched curriculum of Narrative 4 (N4), a non-partisan global network of authors, educators, and students who use the power of personal narratives to build empathy and to spark collaborative dialogue. N4 is designed to help people connect across intractable divides by employing a unique (and simple) story exchange methodology. A typical N4 story exchange consists of one or more groups of approximately 12-15 participants being paired off in order to share personal stories. Prompts for a N4 exchange can be open-ended, but they often focus on social issues, such as questions like, "Tell a story about the first time you witnessed, or participated in, an act of compassion," or "Tell a story about a specific time when you felt you had found, or lost, a sense of home." Once partners have shared their stories one-on-one, the entire group reconvenes and each person is asked to tell his or her partner's story in the first person, as if it were his or her own. The story exchange works on a simple idea: If I can hear your story deeply

enough to retell it in my own words, as if it had happened to me - and you can do the same for my story - then we will begin to see the world through each other's eyes.

Narrative 4 collaborates with leading experts in the fields of emotional intelligence, psychology, and social justice (including the Yale Center for Emotional Intelligence, the Stanford Center for Interdisciplinary Brain Science Research, and researchers at the University of Chicago) in order to measure the impact of the story exchange. N4 also offers important insights related to the deep listening skills required for effective interpersonal engagement.

In summary, the goal of our Institute is to fully integrate the power of narrative to bear witness to the connection between the past and present, but also between teachers and students. The Institute will provide a range of pedagogical tools in addition to Narrative 4 that will help educators engage students with the power of diverse stories, including those related to Native American erasure, the Holocaust, and contemporary genocides in Iraq and Myanmar. In addition to experiencing a Narrative 4 exchange and receiving Narrative 4 training from a master practitioner, participants will explore SHU's *Question Mark/er Project* (a student-generated visual art symposium focused on genocide awareness), and they will experience many other site visits and creative classroom techniques including the following: multi-modal approaches to genocide education, jigsaw discussion activities, the Statement Game, structured models for unit plans related to teaching genocide, and simulations related to refugees and global migration.

### **Format and Program of Study**

Our two-week timeline for the Institute will allow sufficient time to make stories (via image, text, and exchange) both the focus and the intellectual foundation for thoughtful exploration of genocide education. Each day will introduce students to new textual, visual, and oral narratives, with certain days dedicated to Institute readings, discussions, and guest experts, and others focused on experiential learning related to genocide education. We will begin with theoretical grounding

and definitions related to dehumanization and atrocity. Program co-director and Professor of History Dr. John Spurlock, who serves as Director of SHU's Graduate Certificate Program in Genocide and Holocaust Studies, will **set the groundwork by establishing a broad background for 20th century and contemporary genocide** via a range of theoretical approaches, including studies by Eric Weitz (*A Century of Genocide*), James Waller (*Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*), Hannah Arendt (*Eichmann in Jerusalem: A Report on the Banality of Evil*), Henry Theriault ("Rethinking Dehumanization in Genocide"), and Samantha Power (*A Problem from Hell: America and the Age of Genocide*). This theoretical framework will allow participants to connect contemporary world issues with the history of genocidal violence. Participants will gain tools for helping students distinguish among world genocides and other atrocities, and for helping them compare and contrast consequences of genocidal policies.

**Study will continue with presentations on Native American erasure** by Visiting Scholar Dr. Timothy Petete, member of the Seminole Nation and Professor of English, Assistant Dean, and specialist in Native American Studies at the University of Central Oklahoma. Dr. Petete integrates story and visual arts in his exploration of the ways that native people in North America have been dehumanized and culturally erased. By recognizing the failures, as well as the idealism, of the American experience, we move toward deeper understanding of the full range of genocidal violence. Dr. Petete will analyze an exhibit on Native American art created in response to the experience of attempted erasure, and he will also offer discussions of Tim Tingle's *Walking the Choctaw Road* (2006), Tommy Orange's *There There*, and a poetic anthology edited by Joy Harjo.

After offering this important initial focus on Native American erasure, the Institute will **transition to stories from the Holocaust**, with presentation and discussion led by Dr. James Paharik, Director of SHU's National Catholic Center for Holocaust Education (NCCHE), who will introduce participants to survivor testimonies via Alexandra Zapruder's anthology *Salvaged Pages*

(2015). Dr. Paharik and Professor of Art Patricia Beachley will also share with participants the story of genocide education at our institution, leading a tour of the National Catholic Center for Holocaust Education that will **highlight various visual narratives related to Holocaust education via our *Question Mark/er Project***, a student-generated art symposium focused on raising questions about global genocide and awareness of the Holocaust. Participants will have been asked to engage their communities with the *Question Mark/er Project* prior to the Institute by generating a list of questions from their students related to Institute themes. On the Institute's first evening, the group will select questions from among the student-generated lists that will be used as the foundation for simple art projects (to be completed at various stages during the two-week institute) that can be taken home and used to inspire art installations and student-generated work.

The first week will move quickly to make stories central to daily Institute activities and relevant to participant's lives through concrete pedagogical models and interactive sessions. The afternoon of day one will feature an **introduction to Narrative 4 and the story exchange** methodology by project co-director Dr. Christine Cusick, Associate Professor of English and Narrative 4 Master Practitioner. Participants will be given prompts and encouraged to consider a personal story that they will share based on Institute themes.

During week one, participants will also have their first **off-site excursion**, focused on a visit to Pittsburgh's Tree of Life Synagogue and the Center for Loving Kindness and Civic Engagement, a program of the Jewish Community Center of Greater Pittsburgh. On the last day of week one, participants will be asked to **reflect on the stories, images, and texts** encountered in week one, and be given time to **work on individual projects** through reflective praxis and in consultation with education faculty member Dr. Daniel Casebeer and master K-12 educator Jennifer Goss (a graduate of our certificate program in Genocide and Holocaust studies and a current K-12 educator in the



region). Participants will begin crafting their own Unit Plans, to be shared on the final day of the two-week Institute.

The weekend will give participants time for some well-deserved rest and provide them with opportunities to work on lesson and unit plans that incorporate Institute materials and activities. Also, to extend their familiarity with the Pittsburgh region and with historical memorials and public conservation efforts, optional excursions will be available to visit the Flight 93 memorial (commemorating the events of 9/11) in nearby Shanksville, PA, as well as Fort Ligonier, with connections to Native American history, and the Powdermill Nature Reserve, all with outstanding educational opportunities and displays aimed at the 9-12 level.

The second week of the Institute engages with more contemporary issues. On Monday Dr. Roni Kay O'Dell, Associate Professor of Political Science, and Dr. Debra Faszler-McMahon, Dean of Humanities and Professor of Spanish, will **present on recent and current refugee crises**. Discussions will include *Call me American*, the story of a Somali refugee, a film on Sierra Leone, *Long Way Gone*, and the stories of three refugee children from different locales and points in history via Alan Gratz's *Refugee* (fleeing Nazi Germany, Castro's Cuba, and Syria's civil war). On Tuesday, Visiting Scholar Dr. Mehnaz Afridi, Associate Professor of Religion and Director of the Holocaust, Genocide, and Interfaith Education Center of Manhattan College will introduce students to the **history, causes, and narratives of the Rohingya genocide**, including *First They Erased Our Name: A Rohingya Speaks* (by Habiburrahman, 2019), and lead a discussion centered on **witness testimony and the context of the Yazidi genocide under ISIS**, via Nadia Murad's *The Last Girl* (2017). These texts and activities will offer participants contemporary connections to, and valuable resources for, genocide education.

On Wednesday, participants will once again travel to Pittsburgh to attend presentations and discussions at **City of Asylum**, which is the largest writer sanctuary in the world, and the U.S.

headquarters for the International Cities of Refuge Network. City of Asylum, which recently celebrated its 15th anniversary, provides sanctuary to endangered authors so that they are able to continue to write and to freely express their ideas. City of Asylum also hosts a range of literary programs designed to encourage cross-cultural exchange.

On Thursday of the final week, participants will be given time to **reflect on Institute readings, themes, and site visits**, and to **design lessons and unit plans** to teach their students about grappling with genocide. Collaborative workshops will demonstrate how to foreground the stories of individuals in the appropriate historical contexts, and participants will revisit best practices for genocide education as they build their own lessons. Thursday will also include **Narrative 4 facilitator training** for interested Institute participants such that they will be able to integrate the official Narrative 4 story exchange curriculum into their classrooms.

On Friday, the final day of the Institute, participants will have the opportunity to connect all of the learning from the two-week experience, beginning with a link between the first day of the Institute and participant classroom projects via the aforementioned *Question Mark/er Project*. Just as the first week began with visual art installations related to the *Question Mark/er Project*, so the final day will involve the unveiling of the art projects created by Institute participants during the week under the guidance of visual arts professor Pati Beachley and inspired by participant generated questions related to genocide studies. That Friday afternoon, participants will present their own pedagogical and visual narratives via **poster presentations related to curricular projects linking pedagogical tools with Institute texts and themes**.

### **Project Team**

Project faculty and staff offer impressive credentials and experience in genocide and Holocaust education. Project Co-Directors are **Dr. John Spurlock**, Professor of History and Director of the Graduate Certificate Program in Genocide and Holocaust Studies, and **Dr. Christine**

**Cusick**, Associate Professor of English, Narrative 4 Master Practitioner, Honors Program Director, and SHU's Narrative 4 Liaison. They will co-lead, provide oversight of the project, and interact with all participants, with Dr. Spurlock providing historical and theoretical expertise and working as the liaison with invited lecturers, and Dr. Cusick providing literary and story-telling expertise and working as the liaison with K-12 leaders. Additional faculty have extensive experience teaching courses such as "Stories of the Holocaust," "The Holocaust and Film," "Genocide and Human Rights," and "Genocide in Comparative Perspective," as well as publishing in the fields of genocide research, the history of the Holocaust, peacemaking, human rights, refugee studies, and contemporary global conflicts. These faculty include **Dr. James Paharik**, Professor of Sociology and Director of the National Catholic Center for Holocaust Education (who will serve as back-up director for Dr. Spurlock); **Dr. Debra Faszler-McMahon**, Dean of the School of Humanities and Professor of Spanish (who will serve as administrative liaison and back-up director for Dr. Cusick) and **Dr. Roni Kay O'Dell**, Assistant Professor of Political Science and Global Studies. **Dr. Daniel Casebeer**, Assistant Professor of Education and former high school English teacher, will collaborate with the K-12 leader for this project, consulting with and assisting participants to develop educational unit plans and pedagogical strategies via individual projects during the program. **Patricia Beachley**, Associate Professor of Art and Director of the Art Program, will provide leadership related to the visual elements of the institute, particularly the Knight's Collection (a photographic exhibit related to the Nazi death marches), as well as the *Question Mark/er Project*, which she spearheaded at SHU in 2009 in order to make history visible and to promote discussion about genocide and how society can prevent such atrocity in the future.

The K-12 Leader, **Ms. Jennifer Goss**, is a social studies teacher at Robert E. Lee High School in Staunton, Virginia. Ms. Goss is also a teaching fellow at the United States Holocaust Memorial Museum, and has written and co-produced the documentary film, "Misa's Fugue" about a

Holocaust survivor. Ms. Goss will work with participants to introduce a range of pedagogical tools and to provide consultation and guidance on final project ideas and presentations. Finally, two **undergraduate student interns** will be chosen via a competitive application process to provide logistical support during the Institute as well as marketing, social media, and art exhibit/archival assistance during the fall and spring prior.

In addition to scholar teachers from our own academic and alumni community, we will include renowned scholars in Native American studies and in contemporary genocides. **Dr. Timothy Petete** (of the Seminole/Creek Nation), Assistant Dean and Professor of American and Native American Literature at the University of Central Oklahoma, has presented on Native American art and literature at conferences across the U.S. and internationally. He will provide an overview of the ethnic cleansing and genocidal policies that native peoples in the Americas have faced, and also talk specifically about the erasure of Native Americans in 18th-21st century U.S. culture. Dr. Petete will provide both a gallery talk on art works related to Native American themes as well as lead discussions of key literary works by Native American authors.

**Dr. Mehnaz Afridi**, Director of the Holocaust, Genocide & Interfaith Education Center and Associate Professor of Religious Studies at Manhattan College, NY, is the author of *The Shoah Through Muslim Eyes* (Boston: Academic Studies Press, 2017); “Acknowledging the Other in Suffering and Muslim-Jewish Relations,” 2016; and many additional articles and conference presentations. Her research focuses on antisemitism, Islamophobia, and genocide. Dr. Afridi will provide participants with background on the Rohingya & Yazidi genocides, as well as resources that can be used to teach about the causes of genocide, the stories of victims, and the efforts of educators to stop violence and to hold perpetrators accountable.

The program will also include conversations with and presentations by community and religious leaders in the Pittsburgh region who were deeply affected by the 2018 mass shooting at

Tree of Life Synagogue. Participants will meet with staff members of organizations that have worked to re-build community trust and foster inter-religious dialogue through projects at the Center for Loving Kindness, the Jewish Community Center of Pittsburgh, and City of Asylum.

### **Institutional Resources**

SHU has a long-standing commitment to genocide education, as evidenced by our National Catholic Center for Holocaust Education (NCCHE). The mission of the Center, founded in 1987, is to make scholarship on the Holocaust and other acts of genocide accessible to educators at every level. SHU strongly supports this NEH Summer Institute and will demonstrate this commitment in several concrete ways, including by offering moderately-priced room and board (\$250 per week in a brand new air-conditioned dorm), moderately priced food (\$12 per individual meal in the newly renovated Aramark-run cafeteria), and full access at no additional charge to the following campus resources: 1) Meeting spaces; 2) Reeves Memorial Library 3) Arts Center Galleries, 4) McKenna Gym and exercise facilities; 5) Computer resources for all seminar participants, including MacBook airs checked out to participants for the duration of the Institute. SHU will also provide marketing, tech support, website creation, and web hosting for the Institute in collaboration with our IT and Marketing Departments. See attached for a letter from SHU Provost, Sr. Susan Yochum, outlining institutional support.

### **Cultivating the Participant Group**

We plan to recruit a diverse cohort of educators from grades 9-12, ensuring that five spaces are allotted for teachers new to the profession. Our focus on grades 9-12, rather than younger cohorts, stems from a recognition of the disturbing nature of the genocidal atrocities that the institute will explore. The Selection Committee will consist of 6 members: Both program directors as well as 3 senior grant personnel and our K-12 leader. The Selection Committee will be responsible for the following work: 1) One in-person meeting in Fall 2021 to create a shared rubric

for evaluating applications; 2) evaluation of applications via a shared Google drive and rubric; and 3) deliberations in Spring 2022 to discuss and select participants.

Our intended audience is teachers of grades 9-12 who are open to exploring new strategies and approaches to genocide education and who are interested in developing their own independent curricular projects based on Institute experiences. The ideal pool of candidates will include teachers from a range of disciplinary backgrounds, including but not limited to teachers of history, English, social studies, philosophy, literature, ethics, modern languages, etc., and also including educators in less traditional roles, such as librarians or technologists. We aim to create a diverse Institute by balancing the numbers of participants who have prior experience in genocide education with others who may be new to the field. We also seek geographic diversity, both in terms of recruiting educators from varied regions, but also via both urban and rural school districts, and representing a range of ethnic, racial, gender, age, and other groups. There are no special qualifications, other than a desire to learn about the value of text and image for genocide education and a commitment to complete a pedagogical project based on the Institute.

Due to SHU's long-standing educational programming related to the Holocaust and genocide, the institution has several existing avenues available for promotion of this NEH Institute. We host a national conference for K-16 educators every three years related to genocide and Holocaust education, and thus we have a network of teachers on our mailing lists who may have interest in this NEH opportunity. The NCCHE also has very active social media channels, including twitter, instagram, and Facebook, which will be used to promote the institute (as well as employing SHU's broader social media presence). In addition, we plan to reach out via national and regional professional organizations focused on professional development for K-12 teachers, such as the National Council for the Social Studies, the American Historical Association, the Modern Language Association, the National Council for History Education, the Midwest Center for Holocaust

Education, and various regional groups like the Virginia or New York State Councils for the Social Studies. Our collaboration with Narrative 4 will also provide another national pool of K-12 educators, since the organization works extensively with teachers in a range of states (particularly Kentucky, Louisiana, Minnesota, New York, Illinois, and Pennsylvania, amongst others) through its current initiatives on empathy building through storytelling. Narrative 4 has expressed willingness to disseminate information regarding our collaboration and the NEH summer Institute with their large pool of K-12 contacts.

SHU also has extensive K-12 contacts at the national level via our education faculty and alumni, as well as faculty and alumni from our graduate certificate program in Genocide and Holocaust Studies. This alumni base, including teachers, superintendents and principals throughout the country, can help to make information regarding the Institute available to faculty teaching in grades 9-12. We also plan to offer graduate credit for successful completion of the institute for interested participants via a three credit graduate course “SHU800: Seminar for Holocaust Educators.” This will allow teachers from a range of states and regions to earn continuing education credit at a greatly reduced tuition rate (\$100 per credit, plus a small posting fee - \$350 total) should they be so inclined.

Additional program outreach will be supported through a range of initiatives, including advertisement via our annual Kristallnacht remembrance service and through Classrooms without Borders, which works with K-12 educators in Ohio, West Virginia, and Pennsylvania and has advertised events and sponsored joint programs with SHU in the past. Website creation will help to facilitate communication and marketing, and Institute leaders will develop and launch our site by Nov. 15, 2021. The site will include the following: 1) Application materials; 2) Logistical information, such as housing, food options, costs, dates, etc.; 3) Reading lists, bibliography, and inventory of websites; 4) Short biographies of Institute leaders and expert faculty; 5) Description of

Narrative 4, the *Question Mark/er Project*, and additional pedagogical tools; 7) Site visits to Pittsburgh, the Squirrel Hill Jewish community, City of Asylum, and optional excursions in the region; and 8) weblinks to resources related to genocide education.

Dissemination of the work produced by participants is also an important goal of the Institute, and we will meet this goal in several ways. First, the participants' final projects will include unit plans on the teaching of genocide. Classrooms across many school districts will thus share in the learning and benefit from the experience of institute participants. Second, meaningful follow-up and ongoing dissemination of Institute outcomes will be made public via two long-standing programs at SHU, which include the following: A) Participants who implement lesson plans into their classrooms (developed during the Summer Institute) will be invited to present their work at the Ethel LeFrak Conference on Genocide and Holocaust Education, held every three years at SHU, with conference registration and fees waived. The triennial conference features renowned national and international Holocaust and genocide studies scholars. B) Project faculty will develop a new course within SHU's Genocide and Holocaust Studies Program titled "Grappling with Genocide" which will focus on best practices for K-12 teachers. Thus, all future participants in SHU's graduate level certificate program will benefit from the creative projects of Institute participants as well as the theoretical and pedagogical tools presented during the experience.



# Academic Schedule

## July 11-22

### Grappling with Genocide: Fostering Empathy and Engagement through Text and Image

<b>Monday, July 11</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:00 to 10:15	<p><b>Welcome by Program Co-Directors and Administrative Leads:</b>            John Spurlock, PhD, Director of the Graduate Certificate Program in Genocide &amp; Holocaust Studies &amp; Professor of History            Christine Cusick, PhD, Associate Professor of English, Director of the Honors Program, Narrative 4 Master Practitioner and Seton Hill Narrative 4 Liaison            James Paharik, PhD, Director of the National Catholic Center for Holocaust Education at Seton Hill University and Professor of Sociology            Debra Faszler-McMahon, PhD, Dean of the School of Humanities and Professor of Spanish</p> <p>Introductions</p> <ul style="list-style-type: none"> <li>● Students introduce themselves</li> <li>● Get acquainted activity</li> </ul> <p>Program Directors introduce the schedule and plan for the week</p>
10:15 - 10:30	Break
10:30 - noon	<p>John Spurlock, PhD, Professor of History &amp; Coordinator of the Graduate Certificate Program in Genocide and Holocaust Studies, Seton Hill University  <b>“Genocide, Holocaust, Atrocity: Theoretical Grounding”</b></p> <ul style="list-style-type: none"> <li>● The Death Marches and the Massacre at Gardelegen challenge us to rethink our definitions of Holocaust, genocide, and war crimes. These also raise theoretical issues regarding genocide, including the banality of evil (Hannah Arendt, <i>Eichmann in Jerusalem</i>), dehumanization (Eric Weitz, <i>A Century of Genocide</i> and Henry Theriault, “Rethinking dehumanization in genocide”), and ideology (Weitz and also James Waller, <i>Becoming Evil</i>).</li> <li>● This opening session will allow participants to view photos from the Knights Collection of the aftermath of the Gardelegen Massacre. The</li> </ul>

discussion will also range beyond the Holocaust to draw on the experiences of Native American and Yazidi genocides. Videos and readings will contribute to group discussions of both theoretical issues regarding genocide but also of practical needs for teaching.

Exhibit: The Knights Collection. National Catholic Center for Holocaust Education. 2020.

<https://www.setonhill.edu/centers-community-programs/holocaust-center/knights-collection/>

**Required Primary Text** (Sent to participants in advance):

Totten, Samuel, and Henry Theriault. *The United Nations Genocide Convention: An Introduction*. Chapters 1, 2, and 4. Toronto ; Buffalo ; London: University of Toronto Press, 2020. 978-1-4875-0606-3 978-1-4875-2408-1

**Additional Reading** (selections from the following texts):

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Excerpts in *The New Yorker*, 1963.

<https://www.newyorker.com/magazine/1963/02/16/eichmann-in-jerusalem-i>.

Blackhawk, Ned. "Remember the Sand Creek Massacre." *New York Times Magazine*, November 27, 2014.

[https://www.nytimes.com/2014/11/28/opinion/remember-the-sand-creek-massacre.html?ref=opinion&\\_r=1](https://www.nytimes.com/2014/11/28/opinion/remember-the-sand-creek-massacre.html?ref=opinion&_r=1).

Callimachi, Rukmini. "ISIS Enshrines a Theology of Rape." *New York Times*, August 13, 2015.

<https://www.nytimes.com/2015/08/14/world/middleeast/isis-enshrines-a-theology-of-rape.html?login=smartlock&auth=login-smartlock>.

Erlanger, Steven. "Hitler's Willing Executioners: An Account of the Wartime Massacre of Polish Jews by Their Neighbors," *New York Times*, April 8, 2001,

<https://archive.nytimes.com/www.nytimes.com/books/01/04/08/reviews/010408.08erlangt.html>.

Hyde, Lewis. "How Nationalism Can Destroy a Nation." *New York Times*, August 21, 2019.

<https://www.nytimes.com/2019/08/21/opinion/nationalism-yarom-hazony.html?smid=nytcore-ios-share#>.

**Additional Bibliography**

Blatman, Daniel. *The Death Marches: The Final Phase of Nazi Genocide*, trans. Chaya Galai Cambridge, Mass: Belknap Press of Harvard University Press, 2011..

Power, Samantha. *A Problem From Hell: America and the Age of Genocide*. New York: Basic Books, 2013.

Sands, Philippe. *East West Street: On the Origins of "Genocide" and "Crimes against Humanity"*. First edition. New York: Alfred A. Knopf, 2016.

	<p>Therault, Henry C. "Rethinking Dehumanization in Genocide." In <i>The Armenian Genocide: Cultural and Ethical Legacies</i>, edited by Richard Hovannisian, 27–40. New Brunswick N.J.: Transaction Publ., 2007.</p> <p>Waller, James. <i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i>. 2nd ed. Oxford ; New York: Oxford University Press, 2007.</p> <p>Weitz, Eric D. <i>A Century of Genocide: Utopias of Race and Nation</i>. Princeton, NJ: Princeton University Press, 2003.</p>
12 - 1:00 P.M.	Lunch
1:15 - 2:15	<p>Christine Cusick, PhD, Associate Professor of English, Director of the Honors Program, Seton Hill Narrative 4 Liaison &amp; Narrative 4 Master Practitioner</p> <p><b>"Narrative 4 and a Pedagogy of Empathy"</b></p> <ul style="list-style-type: none"> <li>● Introduction to Narrative 4</li> <li>● Narrative 4 story exchange prompts</li> <li>● Preparation and releases for Narrative 4 exchange</li> </ul>
2:30-3:30	<ul style="list-style-type: none"> <li>● James Paharik, PhD, Director of the National Catholic Center for Holocaust Education. Tour of the Center, overview of its history and current programs. Discussion of the Center's collection of photographs, artwork and archival collections.</li> </ul>
3:45 - 5:45	<p>Patricia Beachley, MFA Associate Professor of Art and Art &amp; Design Department Chair</p> <p>Kelly Clever, MLS and MEd Public Services Librarian Humanities Liaison, Seton Hill University</p> <p>Debra Faszler-McMahon, PhD, Dean of Humanities &amp; Professor of Spanish</p> <p><b>Question Mark/er Project, Campus Tour, &amp; Library/Archival Resources</b></p> <ul style="list-style-type: none"> <li>● Campus Tour</li> <li>● Library Tour and introduction to the Reeves Library collection on Genocide and Holocaust Studies (Karen Rachel Hurwitz Collection of Children's, YA, and adult Holocaust Literature)</li> <li>● Discussion of visual art installations for the <i>Question Mark/er Project</i> (student generated questions related to the Holocaust and Genocide).</li> <li>● Exploration of Institute Participant Questions for subsequent art projects throughout the institute</li> </ul> <p>(See appendix for details about the <i>Question Mark/er Project</i>)</p> <p>Debra Faszler-McMahon, PhD, Dean of the School of Humanities</p> <ul style="list-style-type: none"> <li>● Group discussion and selection of <i>Question Mark/er Project</i> texts based on submissions from 25 institute participants and their students (the selections will be used for narrative art pieces to be created over the next two weeks and unveiled on the last day of the institute)</li> </ul>
6:00 - 7:30	Dinner

	Free evening for participants to settle in, get acquainted, and prepare for the week
<b>Tuesday, July 12</b>	
8 - 9:00 A.M.	Breakfast and coffee
9:00 - 10:15	<p>Timothy Petete, PhD, Member of the Seminole Nation, Oklahoma; Professor of English and Assistant Dean, University of Central Oklahoma.  <b>“Native American Erasure”</b></p> <p><b>Required Primary Texts</b> (Sent to participants in advance):  Harjo, Joy, Ed. <i>When the Light of the World Was Subdued, Our Songs Came Through</i>. WW Norton &amp; Co., 2020.  Orange, Tommy. <i>There There</i>. Random House, 2018.  Tingle, Tim. <i>Walking the Choctaw Road</i> (2006). Cinco Puntos Press, 2014.</p> <p><b>Additional Reading</b> (selections from the following texts):  Blackhawk, Ned. <i>Violence over the Land: Indians and Empires in the Early American West</i>. Cambridge, Mass.: Harvard Univ. Press, 2008.  Brown, Dee. <i>Bury My Heart at Wounded Knee: An Indian History of the American West</i>. London: Vintage, 2006.  Madley, Benjamin. Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods. <i>American Historical Review</i> Volume 120, Issue 1, February 2015, Pages 98–139, <a href="https://doi.org/10.1093/ahr/120.1.98">https://doi.org/10.1093/ahr/120.1.98</a></p> <p><b>Additional Bibliography</b>  Allen, Paula Gunn, and Carolyn Dunn Anderson, eds. <i>Hózhó, Walking in Beauty: Native American Stories of Inspiration, Humor, and Life</i>. Chicago: Contemporary Books, 2001.  Blackhawk, Ned. <i>Violence over the Land: Indians and Empires in the Early American West</i>. Cambridge, Mass.: Harvard Univ. Press, 2008.  Brown, Dee. <i>Bury My Heart at Wounded Knee: An Indian History of the American West</i>. London: Vintage, 2006.  Bruchac, Joseph. Official Website. &lt;<a href="http://josephbruchac.com">http://josephbruchac.com</a>&gt;.  ---. <i>The Warriors</i>. Plain City, OH: Darby Creek Publishing, 2003.  Dembicki, Matt, ed. <i>Trickster: Native American Tales</i>. Golden, CO: Fulcrum, 2010.  Dunbar-Ortiz, Roxanne. <i>An Indigenous Peoples’ History of the United States</i>, 2015.  Goebel, Bruce A. <i>Reading Native American Literature: A Teacher’s Guide</i>. Urbana, IL: National Council of Teachers of English, 2004.  Harjo, Joy. <i>For A Girl Becoming</i>. Illus. Mercedes McDonald. Tucson: University of Arizona Press, 2009.  ---. Official Website. &lt;<a href="http://www.joyharjo.com/Home.html">http://www.joyharjo.com/Home.html</a>&gt;.  Madley, Benjamin. Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods. <i>American Historical Review</i> Volume 120, Issue 1, February 2015, Pages 98–139, <a href="https://doi.org/10.1093/ahr/120.1.98">https://doi.org/10.1093/ahr/120.1.98</a>  National Museum of the American Indian. <i>Do All Indians Live in Tipis?</i></p>

	<p><i>Questions &amp; Answers from the National Museum of the American Indian</i>. New York: Harper Perennial, 2007.</p> <p>Ostler, Jeffrey. <i>Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas</i>. New Haven: Yale University Press, 2019.</p> <p>Reese, Debbie. American Indians in Children’s Literature. &lt;<a href="http://americanindiansinchildrensliterature.blogspot.com/">http://americanindiansinchildrensliterature.blogspot.com/</a>&gt;.</p> <p>Sherman Alexie. <i>The Absolutely True Diary of a Part-Time Indian</i> (2007). Little, Tenth Edition, 2012.</p> <p>Vowell, Sarah. “The Trail of Tears.” <i>This American Life</i>. Podcast. Accessed January 28, 2021. <a href="https://www.thisamericanlife.org/716/trail-of-tears">https://www.thisamericanlife.org/716/trail-of-tears</a>.</p> <p>York, Sherry. <i>Children’s and Young Adult Literature by Native Americans: A Concept Guide for Librarians, Teachers, Parents, and Students</i>. Santa Barbara, CA: Linworth, 2003.</p>
10:15 - 10:30	Break
10:30 - Noon	<p>Timothy Petete, PhD, Member of the Seminole Nation, Oklahoma; Professor of English and Assistant Dean, University of Central Oklahoma.</p> <p><b>“Native American Art and Responses to Attempted Erasure”</b></p> <p><b>Discussion of Tommy Orange, <i>There There</i></b> (Random House, 2018) and gallery tour / discussion</p>
Noon - 1	Lunch
1:00 - 2:30	<p>Timothy Petete, PhD, Member of the Seminole Nation, Oklahoma; Professor of English and Assistant Dean, University of Central Oklahoma.</p> <p><b>“Native American Art and Responses to Attempted Erasure”</b></p> <p><b>Discussion of Tim Tingle, <i>Walking the Choctaw Road</i></b> (El Paso, Cinco Puntos Press, 2006).</p>
2:45 - 3:00	Break
3:15-5:15	<p>Jennifer Goss, Master Teacher, Robert E. Lee High School, Staunton, VA Daniel Casebeer, Ph.D., Assistant Professor of Education</p> <p><b>Facilitated Discussion &amp; Experiential Stations related to Frameworks for Diverse Pedagogical Approaches to Teaching about Genocide</b></p> <ul style="list-style-type: none"> <li>● Jigsaw Discussion Activities</li> <li>● Multi-modal approaches</li> <li>● Fishbowl Activities</li> <li>● Digital Humanities resources</li> <li>● Save the Last Word for the Author</li> <li>● The Statement Game</li> <li>● Simulations</li> <li>● Narrative 4</li> </ul>

	<ul style="list-style-type: none"> <li>● Speed Dating</li> <li>● <i>Question Mark/er Project</i></li> <li>● Snowball Activity</li> <li>● Human bingo</li> <li>● Other Diverse Models to Explore</li> </ul> <p><b>Discussion of Unit Plan Projects / Strategies and Final Presentations</b></p>
5:30-7:00	Dinner
7:00 P.M - 9:30 PM	<p>Film and discussion, led by Dr. Paharik &amp; Dr. Faszter-McMahon:</p> <p><i>My Name Is Sara</i>. Directed by Steven Oritt. James Lucey Productions, 2019. <a href="https://mynameissara.com/">https://mynameissara.com/</a></p>
<b>Wednesday, July 13</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:00 - 10:30 A.M.	<p>Dr. James Paharik, PhD, Professor of Sociology and Director of the National Catholic Center for Holocaust Education (NCCHE)</p> <p><b>“Narratives of the Holocaust”</b></p> <p>A discussion of methods by which testimonies of victims, rescuers and survivors can be effectively used to teach the Holocaust. Focuses on accounts of Janusz Korczak, Marion van Binsbergen Pritchard, and the women of Ravensbruck prison camp.</p> <p><b>Required Primary Texts</b> (Sent to participants in advance):</p> <ul style="list-style-type: none"> <li>● Korczak, Janusz. <i>Ghetto Diary</i>. Yale University Press, 2003.</li> <li>● Helm, Sarah. <i>Ravensbruck: Life and Death in Hitler’s Concentration Camp for Women</i>. Anchor, 2016.</li> </ul> <p><b>Additional Reading</b> (selections from the following texts):</p> <ul style="list-style-type: none"> <li>● Berding, Joop W.A. <i>Janusz Korczak: Educating for Justice</i>. Springer, 1<sup>st</sup> ed, 2020.</li> <li>● Poppo, Kristin. “A Pedagogy of Stewardship: The Inspiration of Janusz Korczak.” <i>New Horizons</i>, May 2003.</li> <li>● “The Testimony of Marion von Binsbergen Pritchard.” USC Shoah Foundation, vhaonline.usc.edu, 1998.</li> <li>● Zapruder, Alexandra. <i>Salvaged Pages: Young Writers’ Diaries of the Holocaust</i>, 2nd Ed. Yale University Press, 2015, Multimedia Edition.</li> </ul> <p><b>Additional Bibliography</b></p> <ul style="list-style-type: none"> <li>● Helm, Sarah. <i>Ravensbruck: Life and Death in Hitler’s Concentration Camp for Women</i>. Anchor, 2016.</li> <li>● Korczak, Janusz. <i>A Voice for the Child</i>, edited by Sandra Joseph, Thorsons, 1999.</li> </ul>

	<ul style="list-style-type: none"> <li>● Saidel, Rochelle G. <i>The Jewish Women of Ravensbruck Concentration Camp</i>. University of Wisconsin Press, 2006.</li> <li>● Scrase, David, editor. <i>Making a Difference, Rescue and Assistance During the Holocaust: Essays in Honor of Marion Pritchard</i>. University of Vermont Center for Holocaust Studies, 2004.</li> </ul>
10:00- 10:15	Break
10:45 - Noon	<p>Dr. James Paharik, Professor of Sociology and Director of the National Catholic Center for Holocaust Education</p> <p>Debra Faszler-McMahon, PhD, Dean of the School of Humanities &amp; Professor of Spanish</p> <p><b>“Facing History via Young Writers’ Diaries: Salvaged Pages”</b></p> <p><b>Required Primary Text (Sent to participants in advance):</b> Zapruder, Alexandra. <i>Salvaged Pages: Young Writers' Diaries of the Holocaust</i>, 2nd Ed. Yale University Press, 2015, Multimedia Edition.</p> <ul style="list-style-type: none"> <li>● A discussion of <i>Salvaged Pages: Young Writers' Diaries of the Holocaust</i>. Includes original diaries written by young people during the Holocaust. Incorporates photographs, artwork and videos. (Employing <i>Facing History’s</i> study guide models for discussion leading)</li> <li>● Exploration of additional narrative texts and films related to genocide and the holocaust (if time: Jigsaw activity with participants divided into groups of 4 (6 groups) and assigned one narrative to explore and then share insights about pedagogical possibilities with the larger group).</li> </ul>
Noon - 1:00 P.M.	Lunch
1:15 - 4:30 P.M.	<p>Christine Cusick, Ph.D., Associate Professor of English, Director of the Honors Program, Seton Hill Narrative 4 Liaison &amp; Narrative 4 Master Practitioner</p> <p>Debra Faszler-McMahon, Dean of the School of Humanities and Professor of Spanish</p> <p><b>Narrative 4 Story Exchange</b></p> <ul style="list-style-type: none"> <li>● Discussion of Narrative 4’s curriculum and process</li> <li>● Partner story exchange</li> <li>● Group story sharing</li> <li>● Group reflection</li> </ul>
5:00-7:00	Dinner
7:00 P.M - 9:30 PM	Free evening for participants to read, brainstorm final projects, and prepare for the site visits to Pittsburgh on Thursday.

<b>Thursday, July 14</b>	
7:00 - 8:00 A.M.	Breakfast and coffee
8:30am-9:00pm  <b>Travel to Pittsburgh: All day, to include lunch and dinner</b>	<p><b>Off Site All-Day Excursion: Tour of Squirrel Hill, Visit to Tree of Life Synagogue &amp; Conversation with Community Leaders</b></p> <p>Morning Session:</p> <ul style="list-style-type: none"> <li>● The Center for Loving Kindness and Community Engagement</li> <li>● Jewish Community Center of Greater Pittsburgh</li> <li>● Conversation &amp; Discussion hosted by co-directors Reverend Liddy Barlow and Rabbi Ron Symons.</li> </ul> <p>Group lunch in Pittsburgh</p> <p>Afternoon &amp; Evening Sessions:</p> <ul style="list-style-type: none"> <li>● 10.27 Healing Partnership (JCC), Maggie Feinstein, Director</li> <li>● Tour of Squirrel Hill (walk to 3 synagogues impacted by the shooting)</li> <li>● Visit to construction site of Tree of Life Synagogue</li> <li>● Public reading/recitation of publication from the University of Pittsburgh Press focused on responses to Tree of Life (co editor: Beth Kissileff). <i>-Bound in the Bond of Life: Pittsburgh Writers Reflect on the Tree of Life Tragedy</i> (University of Pittsburgh Press, 2019).</li> </ul> <p>Group dinner in Pittsburgh-Squirrel Hill Neighborhood Return to Greensburg via bus</p>
<b>Friday, July 15</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:00am-11am	<p>Project Co-Directors:</p> <ul style="list-style-type: none"> <li>● John Spurlock, PhD, Director of the Graduate Certificate Program in Genocide &amp; Holocaust Studies &amp; Professor of History</li> <li>● Christine Cusick, PhD, Associate Professor of English, Director of the Honors Program, Narrative 4 Master Practitioner and Seton Hill Narrative 4 Liaison</li> </ul> <p><b>“Guided Reflection and Analysis”</b> Reflections on Site Visit, Theories of Genocide, Native American Erasure, Teaching the Holocaust through Narrative, and the Institute as a whole thus far</p> <ul style="list-style-type: none"> <li>● Small group discussion with focused prompts</li> <li>● Large group sharing</li> <li>● Review of topics covered so far</li> <li>● Squirrel Hill visit</li> <li>● Native American Erasure</li> <li>● Teaching the Holocaust through Narrative</li> </ul> <p>Artistic engagement via the Question Mark/er Project and participant generated questions (group art project - lanterns of hope).</p>



11am-12pm	Christine Cusick, PhD, Associate Professor of English, Director of the Honors Program, Narrative 4 Master Practitioner and Seton Hill Narrative 4 Liaison  "Global Connections and Empathy via Narrative 4" <b>Skype conversation with Narrative 4 instructors around the globe</b>
12pm-1pm	Lunch
1:15pm-5pm	Jennifer Goss, Master Teacher, Robert E. Lee High School, Staunton, VA Daniel Casebeer, Ph.D., Assistant Professor of Education  Individual Project Exploration Project consultations  <ul style="list-style-type: none"> <li>• Structured time to explore samples of projects / look at models for unit plans</li> <li>• Work time with Daniel Casebeer and Jennifer Goss</li> </ul>
<b>Saturday, July 16</b>	Optional excursion to Flight 93 Memorial and/or Fort Ligonier & Powdermill Nature Reserve  Group or individual work on lesson plans / units
<b>Sunday, July 17</b>	Group or individual work on lesson plans / units
<b>Monday, July 18</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:15-10:30	Dr. Roni Kay O'Dell, Associate Professor of Political Science, Seton Hill University Debra Faszler-McMahon, Dean of the School of Humanities and Professor of Spanish <b>"Refugees and Global Migration"</b>  <b>Required Primary Text (Sent to participants in advance):</b> <ul style="list-style-type: none"> <li>• Iftin, Abdi Nor. <i>Call Me American</i>. Knopf, 2018.</li> </ul> <b>Additional Reading</b> (selections from the following texts): Betts, Alexander, Ed. 2012. <i>Global Migration Governance</i> . Oxford: Oxford University Press. Castles, Haas, and Miller. (2020, 6th Ed.). <i>The Age of Migration: International Population Movements in the Modern World</i> . Guilford Press Publishing. Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona. <i>The Oxford Handbook of Refugee and Forced Migration Studies</i> . Oxford UP, 2014. Gallien, Claire. "'Refugee Literature': What Postcolonial Theory has to Say." <i>Journal of Postcolonial Writing</i> vol. 54, n. 6, 2018. Haas, Hein de, et al. "International Migration: Trends, Determinants, and Policy Effects." <i>Population and Development Review</i> , vol 45, n. 4, 2019, pg.

	<p>885-922.</p> <p>Koser, Khalid. (2016, 2nd Edition). <i>International Migration: A Very Short Introduction</i>. UK: Oxford University Press.</p> <p><i>UN World Migration Report 2020</i>. International Organization for Migration (IOM), 2019.</p> <p><b>Additional Bibliography</b></p> <p>Bacas, Judith L. and Kavanagh, William, Eds. 2016. <i>Border Encounters : Asymmetry and Proximity at Europe's Frontiers</i>. First paperback edition. New York ; Oxford: Berghahn Books.</p> <p>Bell, Martin, Elin Charles-Edwards, Dorota Kupiszewska, Marek Kupiszewski, John Stillwell, and Yu Zhu. 2015. "Internal Migration Data Around the World: Assessing Contemporary Practice." <i>Population, Space and Place</i> 21 (1): 1–17.</p> <p>Bell, M. and Charles-Edwards, E. 2013. <i>Cross-national comparisons of internal migration: an update on global patterns and trends</i>. Population Division Technical Paper No. 2013/1. New York: UN DESA.</p> <p>Black, Richard. "Fifty Years of Refugee Studies: From Theory to Policy." <i>International Migration Review</i>, vol 35, n.1, 2001, pg. 57-78. Cao, Lan. <i>Monkey Bridge</i>. Penguin Books, 1998.</p> <p>Boochani, Behrouz. <i>No Friend But the Mountains</i>. Anansi International, 2019.</p> <p>Farish, Terry. <i>The Good Braider</i>. Skyscape, 2014.</p> <p>FitzGerald, David Scott and Rawan Arar. "The Sociology of Refugee Migration." <i>Annual Review of Sociology</i>, vol 44, 2018, pg. 387-406.</p> <p>Helton, Arthur C. 2000. <i>Protecting the World's Exiles: The Human Rights of Non-Citizens</i>, 22 Hum. Rts. Q. 280 (2000)</p> <p>Korneev, Oleg. 2017. "International Organizations as Global Migration Governors: The World Bank in Central Asia." <i>Global Governance</i> 23 (3): 403-421.</p> <p>Kunz, Egon F. "Part II: The Analytic Framework: Exile and Resettlement: Refugee Theory." <i>International Migration Review</i>, vol 15, n. 1-2, 1981, pg. 42-51.</p> <p>McCormick, Patricia. <i>Never Fall Down</i>. Balzer + Bray, 2013.</p> <p>Markham, Luran. <i>The Far Away Brothers: Two Young Migrants and the Making of an American Life</i>. Crown, 2018.</p> <p>Nyugen, Viet Thang. <i>The Displaced: Refugee Writers on Refugee Lives</i>. Harry N. Abrams, 2019.</p> <p>Rawlence, Ben. <i>City of Thorns: Nine Lives in the World's Largest Refugee Camp</i>. Picador Paper, 2017.</p> <p>Richmond, Anthony H. "Sociological Theories of International Migration: The Case of Refugees." <i>Current Sociology</i>, vol. 36, n. 2, 1988, pg. 7-25.</p> <p>Richmond, Anthony H. "Reactive Migration: Sociological Perspectives on Refugee Movements." <i>Journal of Refugee Studies</i>, vol 6, n.1, 1993, pg. 7-24.</p> <p>Statovci, Pajtim. <i>Crossing</i>. Pantheon, 2019.</p>
10:30 - 10:45	Break

10:45 - noon	<p>Dr. Roni Kay O'Dell &amp; Dr. Debra Faszler-McMahon  <b>"Refugee Experience &amp; Forced Migration via Narrative"</b></p> <p><b>Required Primary Texts</b> (Sent to participants in advance):</p> <ul style="list-style-type: none"> <li>• Beah, Ishamel. <i>Long Way Gone: Memoirs of a Boy Soldier</i>. Sarah Crichton Books, 2008.</li> <li>• Gratz, Alan. <i>Refugee</i>. Scholastic Press, 2017.</li> </ul>
12:15pm-1:15pm	Lunch
1:30 - 5:00	<p>Christine Cusick, Ph.D., Associate Professor of English, Director of the Honors Program, Seton Hill Narrative 4 Liaison &amp; Narrative 4 Master Practitioner</p> <p><b>Narrative 4 Facilitator training</b>  -Examples of Narrative 4 learning models (5 themes - 1 of which is refugee experience or forced migration)</p>
5:00-6:00 P.M.	Dinner
7:00 P.M - 9:30 PM	<p>Film and discussion, led by Dr. Debra Faszler-McMahon</p> <p><i>Beasts of No Nation</i> (2015). Netflix Original Film. Directed by Cary Fukunaga. <a href="https://www.netflix.com/title/80044545">https://www.netflix.com/title/80044545</a></p>
<b>Tuesday, July 19</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:00am - 12:00 P.M.	<p>Dr. Mehnaz Afridi, Director, Holocaust, Genocide and Interfaith Education Center, Manhattan College</p> <p><b>"The Rohingya Genocide"</b></p> <p><b>Required Primary Text</b> (Sent to participants in advance):  Habiburahman. <i>First, They Erased Our Name: A Rohingya Speaks</i>. Scribe Publications, 2019.</p> <p><b>Additional Reading</b> (selections from the following texts):  Albert, Eleanor and Maizland, Lindsay. <i>The Rohingya Crisis</i>. Council on Foreign Relations, January 23, 2020.  <a href="https://www.cfr.org/background/rohingya-crisis">https://www.cfr.org/background/rohingya-crisis</a>  Anwary, A. (2020). Interethnic Conflict and Genocide in Myanmar. <i>Homicide Studies</i>, 24 (1), 85–102.  <a href="https://doi-org.setonhill.idm.oclc.org/10.1177/1088767919827354">https://doi-org.setonhill.idm.oclc.org/10.1177/1088767919827354</a>  Aung, Khin Mai. Myanmar's Narratives Underlying the Rohingya Genocide Repeat Old Tropes Regarding Control of Women. Middle East Institute, Dec. 17, 2019.  <a href="https://www.mei.edu/publications/myanmars-narratives-underlying-rohing">https://www.mei.edu/publications/myanmars-narratives-underlying-rohing</a></p>

	<p><a href="#">ya-genocide-repeat-age-old-tropes-regarding</a>  Nu, Wai Wai. 'The World Has Not Forgotten Us.' A Rohingya Activist Speaks as Myanmar Faces Genocide Case. <i>Time</i>, Dec. 11, 2019.  <a href="https://time.com/5748314/myanmar-rohingya-genocide-case/">https://time.com/5748314/myanmar-rohingya-genocide-case/</a></p> <p>Topol, Sarah A. The Schoolteacher and the Genocide. <i>New York Times</i>, August 8, 2019.  <a href="https://www.nytimes.com/2019/08/08/magazine/rohingya-genocide-teacher.html">https://www.nytimes.com/2019/08/08/magazine/rohingya-genocide-teacher.html</a></p> <p><b>Additional Bibliography</b></p> <p>Akins, H. (2018). The Two Faces of Democratization in Myanmar: A Case Study of the Rohingya and Burmese Nationalism. <i>Journal of Muslim Minority Affairs</i>, 38 (2), 229-245.  <a href="https://doi-org.setonhill.idm.oclc.org/10.1080/13602004.2018.1475619">https://doi-org.setonhill.idm.oclc.org/10.1080/13602004.2018.1475619</a></p> <p>Blakemore, E. (2019, June 14). Who are the Rohingya people? Retrieved from <a href="https://www.nationalgeographic.com/culture/people/reference/rohingya-people/#close">https://www.nationalgeographic.com/culture/people/reference/rohingya-people/#close</a></p> <p>Dussich, John P. The Ongoing Genocidal Crisis of the Rohingya Minority in Myanmar. <i>Journal of Victimology and Victim Justice</i> 1(1) 4-24 2018.</p> <p>Motal, Julius C. A Fight for Awareness. Riverdale Press, Nov. 2017.  <a href="https://riverdalepress.com/stories/a-fight-for-awareness.63960">https://riverdalepress.com/stories/a-fight-for-awareness.63960</a></p> <p>Prasse, F. E. (2017). The Rohingya crisis. <i>Anthropology Today</i>, 33 (6), 1–2.  <a href="https://doi-org.setonhill.idm.oclc.org/10.1111/1467-8322.12389">https://doi-org.setonhill.idm.oclc.org/10.1111/1467-8322.12389</a></p>
Noon-1:00 P.M.	Lunch
1:15 - 4 PM	<p>Discussion led by Dr. Afridi on the Yazidi genocide under ISIS</p> <p><b>Yazidi Genocide: Text, narrative and personal accounts.</b></p> <p><b>Required Primary Text</b> (Sent to participants in advance):  Murad, Nadia, and Jenna Krajeski. <i>The Last Girl: My Story of Captivity, and My Fight against the Islamic State</i>. First edition. New York: Tim Duggan Books, 2017.</p> <p><b>Additional Reading</b> (selections from the following texts):</p> <p>Aridi, Sara, and Emilienne Malfatto. "Photographing the Yazidis in Iraq as They Struggle to Rebuild Their Lives." <i>New York Times</i>, January 22, 2019.</p> <p>Bellingreri, Marta, and Alessio Mamo. "I Don't Want to Be Considered as an Ex-Slave or Just a Survivor." <i>Al-Jazeera</i>, June 23, 2019.  <a href="https://www.aljazeera.com/indepth/inpictures/iraq-yazidi-women-return-sinjar-190623054117003.html">https://www.aljazeera.com/indepth/inpictures/iraq-yazidi-women-return-sinjar-190623054117003.html</a>.</p> <p>Callimachi, Rukmini. "ISIS Enshrines a Theology of Rape." <i>New York Times</i>, August 13, 2015.  <a href="https://www.nytimes.com/2015/08/14/world/middleeast/isis-enshrines-a-theology-of-rape.html?login=smartlock&amp;auth=login-smartlock">https://www.nytimes.com/2015/08/14/world/middleeast/isis-enshrines-a-theology-of-rape.html?login=smartlock&amp;auth=login-smartlock</a>.</p> <p>Specia, Megan. "The Evolution of ISIS: From Rogue State to Stateless Ideology." <i>New York Times</i>, March 20, 2019.</p>

	<a href="https://www.nytimes.com/2019/03/20/world/middleeast/isis-history-facts-islamic-state.html">https://www.nytimes.com/2019/03/20/world/middleeast/isis-history-facts-islamic-state.html</a> Wood, Graeme. "ISIS Is like a Chronic Disease." <i>New York Times</i> , March 25, 2019.
Dinner 5-7pm	
<b>Wednesday, July 20</b>	
7:30 - 8:30 A.M.	Breakfast and coffee
8:45am-10am	Travel to Pittsburgh
10am-12pm: City of Asylum excursion	Visit to <b>City of Asylum</b> in Pittsburgh. <ul style="list-style-type: none"> <li>• Meet with artist Diane Samuels, co-founder of City of Asylum, and Director of Programs, Abby Lembersky.</li> <li>• Listen to readings from the works of exiled writers in-residence who have fled political persecution and violence in their home countries.</li> <li>• Participate in a cross-cultural Narrative 4 object exchange.</li> <li>• Visit the City of Asylum bookstore</li> </ul>
Noon-1:30 P.M.	Lunch in Alphabet City
1:15-4:00 P.M.	Visit to Installation Art exhibits - The Mattress Factory City of Asylum visit continues <ul style="list-style-type: none"> <li>• Visit the River of Words art installation</li> <li>• Learn about the organization's work with cross-cultural story exchanges</li> <li>• Visit The Mattress Factory</li> </ul>
5-7pm	Dinner in Pittsburgh
7-8pm	Return to Seton Hill University
<b>Thursday, July 21</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:15 - Noon	Jennifer Goss, Master Teacher, Robert E. Lee High School, Staunton, VA Daniel Casebeer, Ph.D., Assistant Professor of Education  <b>Second Facilitated Discussion &amp; Experiential Stations related to Frameworks for Diverse Pedagogical Approaches to Teaching about Genocide</b> <ul style="list-style-type: none"> <li>• Jigsaw Discussion Activities</li> <li>• Multi-modal approaches</li> <li>• Fishbowl Activities</li> <li>• Digital Humanities resources</li> <li>• Save the Last Word for the Author</li> <li>• The Statement Game</li> <li>• Simulations</li> </ul>

	<ul style="list-style-type: none"> <li>● Narrative 4</li> <li>● Speed Dating</li> <li>● <i>Question Mark/er Project</i></li> <li>● Snowball Activity</li> <li>● Other Diverse Models to Explore</li> </ul> <p>Second Guided Art activity for the <i>Question Mark/er Project</i></p> <p><b>Discussion of Unit Plan Projects / Strategies and Final Presentations</b></p>
12pm-1pm	Lunch
1pm-5pm	Free time to consult with experts and work on final pedagogical projects
<b>Friday, July 22</b>	
8:00 - 9:00 A.M.	Breakfast and coffee
9:15 - Noon	Participant Presentations via public gallery & poster presentations of plans / projects
Noon-1:00 P.M.	Lunch
1:15-4:00 P.M.	<p>Patricia Beachley, M.F.A. Associate Professor of Art and Art &amp; Design Department Chair</p> <p><b><i>Question Mark/er Project Unveiling</i></b> Unveiling of <i>Question Mark/er Project</i> work by Art faculty and program participants (inspired by Participant and Student Questions)</p> <p>Project Co-Chairs <b>Final Reflections and Analysis</b> <b>Project Dissemination and Follow up post-institute</b></p> <p>Program Evaluation Departures</p>

## *Question Mark/er Project*

The *Question Mark/er Project* began in February, 2009, when the entire Seton Hill University campus community, including students, faculty, and staff, were invited to initiate conversations about historical and current events related to the Holocaust and other acts of genocide. To begin the process, participants were asked to submit questions that they considered essential, such as: How could this happen? How can I take responsibility? How can I initiate change? What would I have done? Will I speak out if my voice is in the minority? What can I do right now?

The question submission forms were distributed across campus, and returned to the National Catholic Center for Holocaust Education. The responses were reviewed by an advisory board, and five of the submitted questions were selected to be considered for the first project. Sculpture professor Pati Beachley challenged students in one of her advanced classes to develop a project based on one of the five questions. The question chosen by the class was, “What is the role of good people in difficult times?”

Class members decided to create a work that would engage viewers in thinking about answers to the question and discussing them with one another. The artists chose typewriters as the unifying element of the work to reinforce the concept of viewers of the art interacting with the question. The installation employed multiple typewriters to affirm that no one single answer or simple solution to the question is possible.

This original project was placed on display in the offices of the National Catholic Center for Holocaust Education, and it remains there to this day. Since 2009, additional markers posing other questions have been installed around the Seton Hill campus. Indeed, Seton Hill considers the *Question Mark/er Project* to be infinitely expandable, capable of generating memorials/markers that might be created by individuals or groups, artists or non-artists, children or adults. The goal of the project is to involve as large a number of people as possible in creating memorials that make history visible and meaningful in the present. Seton Hill invites those on other campuses and in other communities to create their own *Question Mark/er Projects*.

As part of the NEH Summer Institute for K-12 educators, Seton Hill faculty member Pati Beachley will be introducing participants to the *Question Mark/er Project* and encouraging them to consider incorporating the initiative in their own educational communities. Institute activities to support participation in and dissemination of this project will include the following:

- Pre-institute solicitation of *Question Mark/er Project* questions from our 25 participating K-12 educators, as well as their students
- A campus tour with *Question Mark/er Project* explanation and engagement
- Discussion & selection of submitted questions for group artistic collaboration
- Exploration and development of easy to replicate art projects reflecting on institute themes during 2-week institute for replication with students at home institutions
- Mentoring and encouragement to develop additions to the *Question Mark/er Project* in participant campus settings



## NARRATIVE 4

Share Today. Change Tomorrow.

# WHO IS NARRATIVE 4?

Narrative 4 (N4) is a global nonprofit that harnesses the power of the story exchange to equip and embolden young adults to improve their lives, communities, and the world. N4 is a leader in the fields of empathy and education, using their trademark story exchange to navigate and heal our divided world. Backed by a vast network of artists, educators, and students charged with a mission to cultivate "radical empathy", N4's work focuses on the broad, yet intersecting, themes of faith, identity, immigration, violence, and the environment. N4 ambassadors around the world are creating tangible community improvement with personal stories as their foundation.

## Our Core Methodology:

The story exchange, the core methodology behind N4's work, highlights our shared humanity. We've led thousands of exchanges around the world, and we can assure you they are always breathtakingly complex and deeply impactful.

In a story exchange, individuals are paired together and participants share a story that in some way defines them. Afterwards, participants are responsible for telling their partner's story in the first person.

Through the exchange of personal narratives we see the world, and ourselves, more empathically, a belief supported by the work of neuroscientists and by the experiences of story exchange participants. Our research from Yale University and the University of Chicago can be shared upon request.

## Featured In: Our Impact:

- BBC News
- The Guardian
- New York Magazine
- The New York Times
- PBS News Hour
- Deployed in 200 Schools
- Trained 1000+ facilitators
- Shared over 47,000 stories in over 20 states and 12 countries.

## The Story Exchange:

Led by Narrative 4 facilitators, story exchanges are customized for classrooms, community organizations, and businesses, building on four basic steps:

- 1 **Preparing** - A host, working with a Narrative 4 facilitator, organizes a group of participants, identifies objectives, ensures a safe space, and builds trust through communication.
- 2 **Pairing & Sharing** - After an introduction to Narrative 4 and an explanation of the story exchange, the facilitator pairs participants and gives them time to share their stories, encouraging participants to actively engage with their partner and listen to the story.
- 3 **Exchanging Stories** - After a break, the facilitator reconvenes the group in a circle and asks each participant to retell his or her partner's story in the first person.
- 4 **Reflecting** - The facilitator initiates a group debrief about the feelings, impact, and lessons from the story exchange, and then creates a sense of closure.

Contact Us:  212-924-9336  [info@narrative4.com](mailto:info@narrative4.com)

 @narrative4  @narrative4  @narrative4  [narrative4.com](http://narrative4.com)



# **Knight's Collection**

Seton Hill University

National Catholic Center for Holocaust Education

In the fall of 2019, retired FBI Special Agent James Knights donated the papers and collected photographs of his father, World War II infantry veteran Harry Knights, to the National Catholic Center for Holocaust Education (NCCHE). The collection includes more than 200 photographs taken by Harry Knights during his service in World War II.

Of particular interest to the NCCHE staff was a series of photos taken at Gardelegen, a German town that was the site of a terrible atrocity at the end of the war. As the Nazis were under pressure from the Allied invasion, they began to transfer prisoners from outlying regions into the heart of Germany in a series of Death Marches. Due to allied attacks, transports from two separate camps were halted in the Saxon village of Gardelegen. The SS officials in the region recruited militia, police, and other local groups to aid the camp guards in containing the prisoners and eventually participating in the massacre. More than 1,000 prisoners were marched to a large barn and barricaded inside; the barn was then set on fire, killing nearly everyone.

The U.S. 102<sup>nd</sup> Infantry Division arrived in Gardelegen the next day. Harry Knights was among the very first people to visit the site, and his photographs record the shocking scenes from the aftermath of the massacre.

Daniel Blatman, preeminent historian of the Death Marches, has called the massacre at Gardelegen “the central, dramatic incident that was, to a large degree, representative of the entire phenomenon” of the Death Marches. The Harry Knights Collection allows us to study this incident with some of the most compelling primary documents available.

**The Graduate Certificate Program in Genocide and Holocaust Studies**  
**Seton Hill University**

Since 2008, Seton Hill University has offered post-baccalaureate courses in Genocide and Holocaust Studies. The graduate-level Genocide and Holocaust Studies program primarily serves middle school and high school teachers, providing them with training and resources to be more effective in teaching this challenging material to their students. The program is interdisciplinary in nature, and is designed to foster a fuller understanding of the political, social and psychological factors that have contributed to genocides in the past and to human rights abuses in the contemporary world.

Seton Hill's post-baccalaureate courses are offered online in two formats:

- 15-credit (5 course) certificate.
- 9-credit (3 course) concentration.

These options enable students to choose the program that best meets their educational needs. Both programs begin with a required course entitled Genocide in Comparative Perspective. Participants then have a range of options for additional courses, including: Genocide and Human Rights; Special Topics in Genocide and Holocaust Studies; and Christianity in Dialogue with Judaism.

Seton Hill's program in Genocide and Holocaust Studies is unique in that it is supported by, and offered in conjunction with, the National Catholic Center for Holocaust Education, located on campus. Both the Center and the academic program have a pedagogical focus, enabling Seton Hill to successfully support middle school and secondary educators in developing courses and instructional units.

Further, Seton Hill maintains articulation agreements with both Gratz University and Stockton University. These provide Seton Hill students who wish to continue graduate studies on the Holocaust and/or genocide with advanced standing at those institutions.

The Genocide and Holocaust Studies program at Seton Hill includes the following courses:

**Special Topics in Genocide & Holocaust Studies (SHU 505)**

This course is offered to students in Genocide and Holocaust Studies to address specialized areas of study on the Holocaust and other acts of genocide. Examples of recent topics are: Stories of the Holocaust; Women and Genocide; and Critical Issues in Holocaust Studies. The course is repeatable for credit. 3 credits.

**Seminar for Holocaust Educators (SHU 800)**

Provides the opportunity to study significant issues in the field of Holocaust studies, for example, at the International School for Holocaust Studies, Yad Vashem, Jerusalem, at SHU's triennial conference on genocide and Holocaust studies, and for other experiences or at other sites.

Offered in summer. 3 credits. *(This is the course that will be offered for graduate credit for interested NEH Institute participants).*

**Research in Genocide & Holocaust Studies (SHU 910)**

Provides opportunity to do significant research on a topic in the field of genocide and Holocaust studies. Research is guided by an appropriate faculty member. Fall and spring semesters.

Permission required. 3 credits.

**Genocide and Human Rights (SPS 506)**

This course explores human rights as an important international norm that is reflected in policies, practices, and laws at the international and national levels. It addresses such topics as: the use of military force to promote human rights; the development of international criminal courts; humanitarian and human rights law; crimes against humanity; and ethnic cleansing. 3 credits.

**Christianity in Dialogue with Judaism (SRT 555)**

A study of Christianity's origins within Judaism, its gradual separation from and increasingly polemical stance toward its 'mother religion', and the return to a position of mutual respect and dialogue between the traditions since Vatican II. 3 credits.

**Genocide in Comparative Perspective (SSO 506)**

Places the Holocaust and other cases of genocide in comparative and cultural context.

Investigates factors that cause genocide, the use of survivor testimony in documenting genocide, and the role of the international community in responding to acts of genocide. 3 credits.

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# Work Plan

## Oct. 1, 2021-Dec. 31, 2022

### Grappling with Genocide: Fostering Empathy and Engagement through Text and Image

<i>Pre-planning: August 2021</i>	Applicant institutions for NEH grants will be informed of funding decisions via email in August, 2021
<i>Pre-planning: August-September, 2021</i>	Program Directors and Administrators at Seton Hill University will inform project participants of funding decisions, and begin preparing for program start, scheduled for Oct. 1, 2021
October, 2021	<ul style="list-style-type: none"> <li>● Oct. 1, 2021: NEH grant team meeting and preparation of monthly tasks               <ul style="list-style-type: none"> <li>○ Website URL creation</li> <li>○ Website development</li> <li>○ National outreach and recruitment planning</li> <li>○ Social Media promotion</li> </ul> </li> <li>● Oct. 15, 2021: Program coordinators provide NEH with a URL for our website and prepare for website launch no later than Nov. 15, 2021</li> <li>● Website content to be developed:               <ul style="list-style-type: none"> <li>○ Application materials</li> <li>○ Logistical information such as housing, food options, costs, dates, maps, parking, etc.</li> <li>○ Reading lists, bibliography, and inventory of websites, links and other resources</li> <li>○ Short bios for website co-directors, faculty leaders, and other institute experts</li> <li>○ Descriptions of Narrative 4, the <i>Question Mark/er Project</i>, and varied other pedagogical tools</li> <li>○ Detailed information about site visits to Pittsburgh, including the Squirrel Hill Jewish community (especially the Center for Loving Kindness and the Jewish Community Center), and City of Asylum (including the Mattress Factory)</li> <li>○ Optional excursion locales like the Flight 93 Memorial, PowderMill Nature Reserve, Carnegie Steel Corporation, the Carnegie Science Center, and the Carnegie Museum of Natural History</li> <li>○ Weblinks to resources about Genocide education</li> </ul> </li> <li>● Co-directors attend 2 day project directors' meeting in Washington, DC</li> </ul>
November 2021	<ul style="list-style-type: none"> <li>● Nov. 1, 2021: NEH grant team meeting and preparation of monthly tasks               <ul style="list-style-type: none"> <li>○ Preparation for website launch, including full details and information about the two week institute, program directors, readings, resources and materials, housing, transportation, excursions, continuing education credit (3 graduate credits via</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ HU800 &amp; Pennsylvania Act 48 continuing education credits), etc.</li> <li>○ Social Media promotion</li> <li>● Nov. 15, 2021: Website launch for SHU's NEH Summer Institute <ul style="list-style-type: none"> <li>○ National outreach and recruitment</li> <li>○ Social Media promotion</li> </ul> </li> </ul>
December 2021	<ul style="list-style-type: none"> <li>● Dec. 1, 2021: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ National outreach and recruitment</li> <li>○ Social Media promotion</li> <li>○ Zoom Q&amp;A for interested participants (to assist with application process)</li> <li>○ Development of Participant application evaluation forms for evaluation committee</li> </ul> </li> </ul>
January 2022	<ul style="list-style-type: none"> <li>● Jan. 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ National outreach and recruitment</li> <li>○ Social Media promotion</li> <li>○ Creation of pre-institute survey</li> <li>○ Creation of post-institute survey</li> <li>○ Finalization of participant application evaluation forms for evaluation committee</li> </ul> </li> </ul>
February 2022	<ul style="list-style-type: none"> <li>● Feb. 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ National outreach and recruitment</li> <li>○ Social Media promotion</li> <li>○ Zoom Q&amp;A for interested participants (to assist with application process)</li> </ul> </li> </ul>
March 2022	<ul style="list-style-type: none"> <li>● March 1: Deadline for participant applications for the SHU Summer Institute</li> <li>● March 2, 2022: NEH grant team meeting and preparation of monthly tasks</li> <li>● March 4, 2022: Application materials sent to full Selection Committee for review</li> <li>● March 14, 2022: Selection committee submits digital reviews via google sheets of applicants using shared rubric and 3 point numerical scale (3 = highly recommended; 2 = recommended; 1 = not recommended). Scores and comments will be tallied and shared during committee discussion.</li> <li>● March 15, 2022: Selection Committee meeting, discussion, and final selection: Based on initial review, shared rubric, numerical scale, and consideration of diversity, equity, and inclusion (including five spaces reserved for teachers who are new to the profession). 25 applicants will be selected.</li> <li>● March 25: Notifications sent on or before this date to all applicants regarding acceptance or non-acceptance for the summer institute <ul style="list-style-type: none"> <li>○ Pre-institute communication with participants, including: transportation; lodging, technology, academic resources, etc.</li> </ul> </li> </ul>
April 2022	<ul style="list-style-type: none"> <li>● April 1, 2022: Deadline for applicants to accept or decline participation</li> <li>● April 5, 2022: NEH grant team meeting and preparation of monthly tasks</li> </ul>

	<ul style="list-style-type: none"> <li>○ Pre-institute communication with participants, including: transportation; lodging, technology, academic resources, etc.</li> <li>○ Social Media connections of participants with twitter &amp; Instagram for NCCHE, SHU Humanities (SHUmanities), and program directors.</li> <li>○ Pre-institute survey for participants</li> <li>● April 20th: Pre-institute Zoom session - introductions / networking for participants via Canvas course and/or Zoom online synchronous and asynchronous sessions</li> </ul>
May 2022	<ul style="list-style-type: none"> <li>● May 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ Preparation for June 1 deadline: Participant Selection Report</li> <li>○ Pre-institute communication with participants, including: transportation; lodging, technology, academic resources, etc.</li> <li>○ Assist participants as they arrange for travel and housing</li> </ul> </li> <li>● May 15, 2022: All hard-copy Institute readings and materials (key primary source texts) are sent to institute participants so that they have time to read and explore prior to the institute start date</li> <li>● Preparation of Knight's Collection Exhibit</li> </ul>
June 2022	<ul style="list-style-type: none"> <li>● June 1, 2022: Participation Selection Report sent to NEH</li> <li>● Preparation of Knight's Collection Exhibit and installation in Art Center Galleries</li> <li>● June 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ Pre-institute Zoom session outlining expectations / networking for participants via Canvas course and/or Zoom online synchronous and asynchronous sessions</li> <li>○ Pre-institute communication with participants, including: transportation; lodging, technology, academic resources, etc.</li> <li>○ Assist participants as they arrange for travel and housing</li> </ul> </li> </ul>
July 2022	<ul style="list-style-type: none"> <li>● July 1, 2022: NEH grant team meeting and final preparations for two week institute. <ul style="list-style-type: none"> <li>○ Pre-institute communication with participants, including: transportation; lodging, technology, academic resources, etc.</li> <li>○ Final pre-institute logistics</li> </ul> </li> <li>● <b>July 11-22: Two week residential institute offered July 11-22. See our "Academic Schedule" for details.</b></li> <li>● Post institute survey for participants (prior to departure)</li> </ul>
August 2022	<ul style="list-style-type: none"> <li>● August 1, 2022: NEH grant team meeting and assessment / evaluation of 2 week institute. <ul style="list-style-type: none"> <li>○ Analysis of pre and post event surveys of participants</li> <li>○ Analysis of post event surveys from Narrative 4 exchange</li> <li>○ Preparation of post dissemination survey</li> </ul> </li> <li>● Follow up and outreach to participants</li> <li>● Social Media connections with participants</li> </ul>
Sept. 2022	<ul style="list-style-type: none"> <li>● Sept. 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ Follow up and outreach</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Dissemination plan (beyond program participants)</li> <li>● Social Media connections with participants</li> <li>● Interactive Educational Exchange via zoom with project participants: <ul style="list-style-type: none"> <li>○ Sharing projects and related resources - facilitated discussion/ gathering 1</li> <li>○ Posting Participant projects on the project website</li> <li>○ Promoting participant projects via social media</li> <li>○ Inviting participant conference presentations</li> </ul> </li> </ul>
Oct. 2022	<ul style="list-style-type: none"> <li>● Oct. 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ Follow up and outreach</li> <li>○ Dissemination plan (beyond program participants)</li> </ul> </li> <li>● Social Media connections with participants</li> <li>● Interactive Educational Exchange via zoom with project participants: <ul style="list-style-type: none"> <li>○ Sharing projects and related resources - facilitated discussion/ gathering 2</li> <li>○ Posting Participant projects on the project website</li> <li>○ Promoting participant projects via social media</li> <li>○ Inviting participant conference presentations</li> </ul> </li> </ul>
Nov. 2022	<ul style="list-style-type: none"> <li>● Nov. 1, 2022: NEH grant team meeting and preparation of monthly tasks <ul style="list-style-type: none"> <li>○ Follow up and outreach</li> <li>○ Dissemination plan (beyond program participants)</li> </ul> </li> <li>● Social Media connections with participants</li> <li>● Dissemination of participant projects via Digital Mini-conference sponsored by the NCCHE: Connecting project participants, Narrative 4 grades 9-12 educators, graduate certificate program teachers in Genocide &amp; Holocaust Studies program, SHU education majors, and SHU undergraduate students (as well as all other conference participants): <ul style="list-style-type: none"> <li>○ Formal project presentations (with details about rollout and reception in participants' grade 9-12 classrooms)</li> <li>○ Posting Participant projects on the project website</li> <li>○ Promoting participant projects via social media</li> <li>○ Inviting participant conference presentations</li> <li>○ Feedback from other 9-12 teachers: SHU Graduate students in Genocide and Holocaust Studies Certificate program</li> </ul> </li> </ul>
Dec. 2022	<ul style="list-style-type: none"> <li>● Dec. , 2022: NEH grant team meeting and preparation of monthly tasks</li> <li>● Follow up and outreach <ul style="list-style-type: none"> <li>○ Post-dissemination survey for participants</li> </ul> </li> <li>● Social Media connections with participants</li> <li>● Final NEH funding documentation submissions</li> <li>● Final Report submission: Final financial and performance report (within 120 calendar days after period of performance ends). The report will include: <ul style="list-style-type: none"> <li>○ Information relevant to program specific goals and progress on strategies</li> <li>○ Impact of overall project</li> <li>○ Degree to which our institution achieved the mission, goals, and</li> </ul> </li> </ul>

	<p>strategies outlined in the approved application</p> <ul style="list-style-type: none"><li>○ Our objectives and accomplishments</li><li>○ Barriers encountered</li><li>○ Responses to summary questions regarding the institution's overall experiences during the entire period of performance</li><li>○ (Notice of action will provide further details)</li></ul>

# Curriculum Vitae

## John C. Spurlock

Professor of History

Director, Graduate Certificate Program in Genocide & Holocaust Studies

Seton Hill University

Greensburg, PA 15601; (724) 830-1021

spurlock@setonhill.edu

### Education

- PhD in History, Rutgers University, 1987
- California Single Subject Credentials in Social Studies, English, German, 1982
- MA in History, University of California, Riverside, 1977
- BA in History, University of California, Riverside, 1976

### Professional Experience

- Professor of History, Seton Hill University, September 1999 to present.
- Chair, Division of Humanities, Seton Hill University, June 1999 to 2009.
- Fulbright Distinguished Lecturer, Filozofski Fakultet, Univerzitet Crne Gore, Nikšić, Montenegro, 2005.
- Assistant and Associate Professor, Seton Hill University, September 1990 to August 1999.
- Assistant Editor, The Papers of Albert Gallatin, Baruch College, City University of New York, January to August 1990.
- Assistant Professor, Department of History, Bloomsburg University, Bloomsburg, PA, 1987-1989.
- Teacher, Notre Dame High School, Riverside, CA, 1981-1983.

### Selected Recent Courses

- HU205: Topics in Genocide
- HU505: Topics in Genocide: Theories of Genocide
- HU800: Seminar for Holocaust Educators
- HU910: Research in Genocide and Holocaust Studies
- SO306: Genocide in Comparative Perspective
- SO506: Graduate Certificate Program - Genocide in Comparative Perspective
- HY103: Introduction to American History
- HY225: World War II
- HY335: The New Nation
- HY391: Special Topics: Youth & Sex
- HY391: Special Topics: Industrialization & Public Memory
- HY394: Modern China

## Publications

### Refereed

- *American youth and sexuality in the Twentieth-Century United State*. New York: Routledge, 2015.
- "AIDS." *Encyclopedia of Military Science*. Thousand Oaks, CA: Sage, 2011.
- With David Majiros, "STDs." *Encyclopedia of Military Science*. Thousand Oaks, CA: Sage, 2011.
- "Peyton Place and the boundaries of sexual desire in 1950s U.S.A." in *On the Borders of Convention*, pp. 183-190. Ed. Aleksandra Nikcevic and Marija Knezevic. Niksic: Faculty of Philosophy, 2010
- With James W. Reed. "Young and Pregnant: Adolescent Pregnancy in the 20<sup>th</sup> Century," Cocca, Carolyn ed. *Adolescent Sexuality: A Historical Handbook and Guide*. Westport, CT: Greenwood/Praeger, 2006.
- "Adolescent Sexuality," *Youth, Education, and Sexualites: An Encyclopedia*. Westport, CT: Greenwood Publishing, 2005.
- "From Reassurance to Irrelevance: Adolescent Psychology and Homosexuality in America." *History of Psychology* 5 (2002): 38-51.
- With Cynthia A. Magistro. *New and Improved: The Transformation of American Women's Emotional Culture*. New York: New York University Press, 1998.
- "The Problem of Modern Married Love for Middle-Class Women" in *Emotional History of the United States*, Peter N. Stearns and Jan Lewis, eds. New York: New York University Press, 1998, 319-332.
- "A Masculine View of Women's Freedom: Free Love in the Nineteenth Century." *International Social Science Review* 69 (1995): 34-44.
- With Cynthia A. Magistro. "'Dreams Never to be Realized': Emotional Culture and the Phenomenology of Emotion." *Journal of Social History* 28 (Winter 1994): 295-310.
- *Free Love: Marriage and Middle-Class Radicalism in America, 1825-1860*. New York: New York University Press, 1988.
- "The Free Love Network in America, 1850-1860." *Journal of Social History* 22 (Summer 1988): 765-779.
- "Anarchy and Community at Modern Times, 1851-1863." *Communal Societies* (1983): 29-47.

### Reference Work and other Non-refereed Publications

- (b) (4)
- "Furnaces: Visions of the American Dream and Nightmare in Braddock," *Folia* 31, pp. 69-75. Ed. Aleksandra Nikcevic and Marija Knezevic. Niksic: Faculty of Philosophy, 2019.
- "AIDS." *Encyclopedia of Military Science*. Thousand Oaks, CA: Sage, 2012.

- With David Majiros, “STDs.” *Encyclopedia of Military Science*. Thousand Oaks, CA: Sage, 2012.
- “Peyton Place and the boundaries of sexual desire in 1950s U.S.A.” in *On the Borders of Convention*, pp. 183-190. Ed. Aleksandra Nikcevic and Marija Knezevic. Niksic: Faculty of Philosophy, 2010
- "American Youth Culture and the Revolution in American Sexuality," in *New Perspectives: Essays on Language, Literature and Methodology*. Ed. Aleksandra Nikcevic and Marija Knezevic. Niksic: Faculty of Philosophy, 2007.
- “Free Love Communities” *The Greenwood Encyclopedia of Sex, Love, and Culture, Volume 5: The Nineteenth Century*. Westport, CT: Greenwood, 2007.
- With James W. Reed. “Young and Pregnant: Adolescent Pregnancy in the 20<sup>th</sup> Century,” Cooca, Carolyn ed. *Adolescent Sexuality: A Historical Handbook and Guide*. Westport, CT: Greenwood/Praeger, 2006.
- “Adolescent Sexuality,” *Youth, Education, and Sexualites: An Encyclopedia*. Westport, CT: Greenwood Publishing, 2005.
- “Crush.” *Youth, Education, and Sexualites: An Encyclopedia*. Westport, CT: Greenwood Publishing, 2005.
- “Dating”. *Youth, Education, and Sexualites: An Encyclopedia*. Westport, CT: Greenwood Publishing, 2005.
- “Love.” *Encyclopedia of Children and Childhood in History and Society*. New York: Macmillan, 2003.
- “Melvin Everett Haggerty.” *American National Biography*. New York: Oxford University Press, 1998.
- “James Hervey Hyslop.” *American National Biography*. New York: Oxford University Press, 1998.
- “Utopian Communities.” *Encyclopedia of Social History*. New York: Garland Publishing, 1994.
- “Mary Fenn Davis.” *Past and Promise: The Lives of New Jersey Women*. Metuchen, NJ: Scarecrow Press, 1990.
- “Marian Olden.” *Past and Promise: The Lives of New Jersey Women*. Metuchen, NJ: Scarecrow Press, 1990.

### **Selected Public Presentations**

- Invited presentation: The Structure of Sexual Revolutions, June 25, 2019 at Universitatea Babeş-Bolyai, Cluj, Romania.
- Open Forum on American society and culture, Northern Arctic Federal University (Arkhangelsk, Russia), March 2012.
- “American Dating Culture,” public lecture, Northern Arctic Federal University (Arkhangelsk, Russia), March 2012.



- “U.S. and Russian Relations,” American Corner, Arkhangelsk Oblast Academic and Scientific Library.
- “The Presidential Election in the United States” at the Philosophical Faculty, University of Montenegro, October 2008.
- “Sluts and Steadies: Boundaries of Sexuality for Postwar Youth,” at Popular Culture Association, March 19, 2008.
- Best Practices of Experienced Chairs, Workshop at Council of Independent Colleges’ Department / Division Chairs Workshops, May 30-Jun 1 1, 2007.
- “American Youth Culture and Sexual Revolution,” Culture and Language, Philosophical Faculty, University of Montenegro, Niksic, Montenegro, September 21-23, 2006.
- Presentation on “American Youth Culture,” American Corner (American Cultural Center), Podgorica, Montenegro, March 2005.
- Comment, Panel on adolescent female sexuality at Sexualities: Historical, Interdisciplinary, and International Perspectives, a conference sponsored by the Kinsey Institute for Sex Research, Bloomington, IN, November 2003
- “What happened to girls’ romantic friendships?” at Society for the History of Childhood and Youth, July 2003.
- Presented “The Holocaust: Historical Interpretations” at seminar on Holocaust education, Ligonier Valley School district, 2001
- “There's no place like home--except a lunatic asylum': Movies and Marriage," Popular Culture Association, April 2000.
- “Finding ‘It’: Domesticating Sex and Class in the 1920s,” Popular Culture Association, April 1999.
- “But is she a Lesbian? Young Women in Love, 1915-1940" at the American Psychological Association Convention, August 1997.
- “From True Love to Free Love in the 1840's” at the American Psychological Association Convention, August 1995.
- “Psychologies and Selves in the 1920s” at the American Psychological Association Convention, August 1994.
- “The Habit of Forming Habits': The Cultivation of a Woman's Emotions” at Gender Studies Symposium, Lewis and Clark College, April 1993.
- “Anti-Catholicism in the 1830s” at Organization of American Historians, April 1992.
- “The Awful Disclosures of William Leete Stone: Anti-nativism and American Nationality” at Society of Historians of the Early American Republic conference, July 1991.
- “Harmonial Men in Jacksonian America” at American Studies Association conference, October 1988.
- “A Masculine View of Women's Freedom: Free Love in the Nineteenth Century” at Western Association of Women Historians, May 1988.
- “The Free Love Counterculture in America” at National Historic Communal Societies Association, 1986.

## Christine Cusick

Associate Professor of English and Director of Honors  
Seton Hill University  
Greensburg, PA 15601 United States  
cusick@setonhill.edu

### Academic Preparation

Master Practitioner Certification, Narrative 4 Global Training (2019)  
Ph.D. in English Literature, Duquesne University (2003)  
M.A. in English, St. Bonaventure University (1997)  
B.A. in English, St. Bonaventure University (1997)  
Presidential Scholar/Honors Degree with a minor in Ethics/Philosophy, Summa Cum Laude

### Academic Positions

Director of the Honors Program  
Seton Hill University, Fall 2011-present  
Associate Professor of English and Composition, Division of Humanities  
Seton Hill University, 2010-present  
Assistant Professor of English and Composition, Division of Humanities  
Seton Hill University, 2006-2010  
Visiting Assistant Professor, Department of English,  
Indiana University of Pennsylvania, 2005-2006  
Lecturer, Department of English,  
Slippery Rock University, 2002-2003; 2004-2005  
Instructor, English Language Institute for ESL studies (Campus Conversation Course)  
University of Pittsburgh, 2003

### Publications

#### Books

*Unfolding Irish Landscapes: Tim Robinson, Culture and Environment.* Edited Collection with Derek Gladwin. Manchester, UK: Manchester University Press (2016)  
*Out of the Earth: Ecocritical Readings of Irish Texts.* Edited Collection. Cork: Cork University Press (2010)

#### Select Journal Articles and Book Chapters

"Transnationalism and Environment in Contemporary Irish Literature." *The Cambridge History of Irish Literature and the Environment*. Malcolm Sen, Ed. (New York: Cambridge University Press, Forthcoming 2021)  
"Reflections on Teaching" *Assay: A Journal of Nonfiction Studies* (Jan 2018)  
"Reinhabiting the Academy: Perspectives on Irish Environmental Criticism." *Canadian Journal of Irish Studies* 40.2 (Fall 2017)  
Coeditor, *Journal of Moral Theology*, Special Issue: Laudato Si' and Northern Appalachia (March 2017)  
"Writing and Presence: A Beagle's Work." *Cold Mountain Review* (Spring 2016)  
"Earth Justice and the Inescapable Network of Mutuality." *Vox Populi: A Public Sphere for Politics and Poetry*. (April 2016)  
"A Call to Tea." *New Hibernia Review: Irish Eireannach Nua*. 19.4 (Winter/Geimhread 2015)  
"'And now intellect, discovering its own effects': Tim Robinson as narrative scholar.'" *Unfolding Irish Landscapes: Tim Robinson, Culture and Environment*. Eds. Christine Cusick and Derek Gladwin. Manchester, UK: Manchester UP (February 2016)  
"'A capacity for sustained flight': Contemporary Irish Poetry and the Ecology of

- Avian Encounter." *Representing Animals in Irish Literature and Culture*. Eds. Kathryn Kirkpatrick and Borbala Farago. London: Palgrave (2015)
- "'Clacking along the Concrete Pavement': Economic Isolation and the Bricolage of Place in James Joyce's *Dubliners*." *Eco-Joyce: Space, Place, and Environment in the Writings of James Joyce*. Eds. Robert Brazeau and Derek Gladwin. Cork, Ireland: Cork University Press (2014)
- "Mapping Placelore: Tim Robinson's Ambulation and Articulation of Connemara as Bioregion." *The Bioregional Imagination*. Eds. Cheryll Glotfelty, Karla Armbruster & Tom Lynch. Athens: The University of Georgia Press (2012)
- "Sharing Stories: Research, Technology, and Listening to Student Knowledge." *Let the Games Begin!: Engaging Students with Interactive Information Literacy Instruction* Theresa McDevitt, Ed. New York: Neal-Schuman Publishers, Inc. (June 2011)
- "Remembering our Ecological Place: Environmental Engagement in Barbara Kingsolver's Nonfiction." *Seeds of Change: Critical Essays on Barbara Kingsolver*. Ed. Priscilla Leder. Knoxville, TN: The University of Tennessee Press, (August 2010)
- "Feminist Faculty Negotiate the Land of Both/And" with Laurie McMillan, Ph.D. *Studies in the Humanities*. (December 2009)
- "Moments of Story: Rachel Giese's *The Donegal Pictures*." *Ireland in Focus: Film, Photography and Popular Culture*. Eds. Eóin Flannery and Michael Griffin. Irish Studies Series. Syracuse: Syracuse University Press, (2009)
- "Tourmakeady Snow." *New Hibernia Review: Iris Éireannach Nua* 10.4. (Winter/December 2007): 1-15.
- "'Our language was tidal': Poetics of Place in the Poetry of Moya Cannon." *New Hibernia Review: Iris Éireannach Nua*.9:1. (Spring 2005): 59-76.

### Select International and National Recognition

- Invited** Moderator for Colum McCann *Aperigon* event, Pittsburgh Arts and Lectures: New and Noteworthy Series, February 2020
- Invited** presenter and reading at Villanova University's School of Irish Studies Memoir Symposium (December 2019)
- Mt. Aloysius Conference on College Teaching, **Invited Keynote Speaker**: "Listening to the Space Between": Narrative Encounter in the College Classroom." (October 2018)
- Invited** Senior Editor, *Assay: A Journal of Nonfiction Studies*
- Narrative 4** Campus Liaison, Master Practitioner Nominee, and Community Outreach Coordinator, recognized at the Narrative 4 Global Summit, (Limerick, Ireland /June 2017)
- 'Tim Robinson as Architect of Environmental Empathy' **Invited lecture at *Dúchas: Irish Landscapes, Environmental Legacies*. Glucksman Ireland House of New York University**, (October 2016)
- Visiting Research Fellow, *The Moore Institute* of The National University of Ireland Galway (Spring 2016)
- Creative Nonfiction, "A Call to Tea" chosen as "Notable Essay of 2016" by **Best American Essays** Series; "Tourmakeady Snow" chosen as "Notable Essay of 2007" by **Best American Essays** Series
- "Mapping the West of Ireland: Tim Robinson's Legacy of Ecological Curiosity," **Invited Speaker** for the International Studies and Programs Centre at the University of Missouri. (St. Louis, MO, 2015)
- "Reinhabiting the Academy," **Invited Keynote Speaker** at the **International Conference for Ireland and Ecocriticism** hosted by University College Cork. (Cork City, Ireland, June 2014)
- "'Delicate Discriminations': Irish Studies and (Re)Imagining Ecological Place," **Invited Plenary Speaker** at the **International Meeting of the American Conference for Irish Studies**. (Chicago, IL, 2013)

"Prose and Landscape," **Invited Speaker** for the *Perspectives on Tim Robinson Symposium*, supported by the Moore Institute of National University of Ireland Galway, The British Academy and the University of Exeter. (Fall 2011, Galway, Ireland)

### Select Conference Presentations and Public Readings

- "Assaying the Work of Nonfiction Studies: Craft and Pedagogy" NonFictionNow Conference (Phoenix, AZ November 2018)
- "Reclaiming the "Dictionaries of their Lives": Empathy and Critical Thinking in Honors Curriculum" National Collegiate Honors Council Conference (Boston, MA, November 2018)
- "Holistic Pedagogy and Empowerment for Social Change" Convener of Roundtable, Annual Conference for the National Collegiate Honors Conference (Atlanta, GA, November 2017)
- "Travel in Springtime" Public Reading of Creative Nonfiction, International Meeting of the American Conference for Irish Studies (Kansas City, MO, April 2017)
- "Teaching the Whole Person" convener and presenter of forum at the National Conference for the National Collegiate Honors Council. (Seattle, WA, October 2016)
- "'Unofficial Countryside': Éamon de Buitléar's Legacy for Environmental Engagement in Ireland" International Meeting of the American Conference for Irish Studies. University of Miami, FL. March 2015.
- "Student Voice, Honors Education and an Age of Reform." *Annual Conference of the National Collegiate Honors Council*. Denver, CO, November 2014.
- "'A capacity for sustained flight': Contemporary Irish Poetry and the Ecology of Avian Encounter." *International Meeting of the American Conference for Irish Studies*. University College Dublin: Dublin, Ireland. June 2014.
- "Honors Education and the Liberal Arts: Mindful Dialogue on the Imperative of Diversity." Diversity Forum. *National Collegiate Honors Council: National Conference*. New Orleans, LA. November 2013.
- "Using iPads for Comma Drills?: Technology and Normalcy in Basic Writing Pedagogy." **National Conference for the Council of Writing Program Administrators**. Savannah, GA, July 2013.
- "Harnessing iTunesU and iBooks tools to Enhance Teaching and Learning." *International Society for Technology and Education*. San Antonio, TX, June 2013.
- "Honors Curriculum and Social Engagement: The Value of Going Home Again." *National Collegiate Honors Council: National Conference*. Boston, MA. November 2012.
- "'Measured Loosening of the Earth' Narrative Negotiation of Coastal Boundaries in Colm Tóibín and Tim Robinson." *International Association for the Study of Irish Literature*. Montreal, Quebec. August 2012.
- "A Call to Tea." Public Reading of Creative Nonfiction: Jackson Square. *International Meeting of the American Conference for Irish Studies*. New Orleans, LA. March 15-March 18, 2012.
- "'The Tideline between Place and Story': The Role of the Irish Writer in (Re)Imagining Ecological Boundaries and Borders." *International Meeting of the American Conference for Irish Studies*. New Orleans, LA. March 15-March 18, 2012.
- "The Bioregional Imagination: Scholarly Roundtable." *The Association for the Study of Literature and the Environment Biennial Conference*. Bloomington, IN. June 21-26, 2011.
- "The Compass for our Shared Space: Student Knowledge and iPad Integration." *Teaching with iPads: Motivation, Inspiration, Alienation in the Appleverse*. *Computers and Writing*. Ann Arbor, MI. May 19-22, 2011.

“‘If stories come to you, care for them’: Ecocritical Narrative Scholarship and Oral Histories in Contemporary Ireland.” *International Meeting of the American Conference for Irish Studies*. Madison, WI. March 30-April 2, 2011.

“Where are We Now?: Ecocriticism and Narrative Scholarship.” *Modern Language Association Annual Convention*. Los Angeles, CA. January 6-9, 2011.

“‘And now intellect, discovering its own effects’: Reading Tim Robinson’s *Connemara* as Narrative Scholarship.” *Ireland and Ecocriticism: An Interdisciplinary Conference*. University of Limerick, Limerick Ireland. June 18-19, 2010.

“Confluence: A River Story.” Public Reading of Creative Nonfiction for *Over the Edge: Showcase of ACIS and Galway Writers*. Galway City Library. Galway, Ireland. 11 June, 2009

### Select Teaching Experience

*Empathy and Storytelling*

*Composition and Culture*

*Creative Nonfiction*

*European Literature*

*Postcolonial and World Literature*

*Writing the Environment*

### Select Service to the Profession

Discipline Peer Reviewer on the English Language and Literature committee of the **Fulbright Scholar Program**.

National Collegiate Honors Council, Small College Committee and Diversity Caucus

Board of Advisory Editors for peer-reviewed journal *New Hibernia Review*.

Contributing Reviewer, *Ecozone: The European Journal of Literature, Culture and Environment* (2010-present)

American Conference for Irish Studies: Durkan Prize Committee

Marywood University Excellence in Writing Across the Curriculum Pedagogy: Invited judge for the Award Committee

Cottey College: Judge for First Year Writing Essay Contest

Facilitator, “Ecocritical Theory and the Writing of Place.” *Writing the Changing Realities of Earth: Practices and Issues for Teachers of Nature Writing*, Facilitator. National Convention for the Conference on College Composition and Communication. New Orleans, Louisiana.

### Select Service to University Communities

Narrative 4 Liaison and Master Practitioner Nominee, (2016-present)

University Mission Task Force, Seton Hill University (2014-present)

Chair, Honors Advisory Board, Seton Hill University (2011-present)

Setonians Advocating for Gender Equity Committee, Seton Hill University (2011-present)

Celebration of Writing Committee, Seton Hill University (2012-present)

English Program Assessment Committee, Seton Hill University (2012)

Basic Composition Curriculum Revision Committee, Seton Hill University (2011-2015)

Ethel LeFrak Outstanding Student Scholar of the Holocaust Award Committee, Seton Hill University (2011)

Founder and Advisor of *Sigma Tau Delta*, Seton Hill University (2009-present)

Founder and Advisor of *STAND: Anti-genocide Student Coalition*, Seton Hill University (2007-2011)

**James G. Paharik, Ph.D.**  
**Seton Hill University**  
**Greensburg, PA 15601**  
**Office: 312 Administration Building**  
**Phone: 724-830-1855**  
[jpaharik@setonhill.edu](mailto:jpaharik@setonhill.edu)

### ***Current Position***

Professor of Sociology and Director, National Catholic Center for Holocaust Education

### ***Formal Education***

- Ph.D., Department of Sociology, University of Pittsburgh
- M.A., Department of Sociology, University of Pittsburgh
- B.A., Anthropology and Sociology, University of Pittsburgh *Cum Laude*
- Summer Program, International Institute for Educators, Yad Vashem, Jerusalem, Israel
- Summer Program, National Endowment for the Humanities, Yale University
- Summer Program, Institute for International Relations, Warsaw, Poland

### ***Teaching Experience***

- Faculty Member, Seton Hill University, 1982-present
- Instructor, University of Pittsburgh, 1979-1982

### ***Selected Writings and Presentations***

“Teaching about the Threats to Democracy.” North Central Sociological Association Annual Conference. (Virtual). April 15, 2020.

“Dealing with Divisive Political Issues in the Classroom.” North Central Sociological Association Annual Conference, Pittsburgh, PA. March, 2018.

Review of “The Holocaust and *Nostra Aetate*: Toward a Greater Understanding.” *National Catholic Center for Holocaust Education Newsletter*, Vol. 28, No. 1, 2016-17.

“Social Entrepreneurship in Regions of Conflict.” Association for Applied

and Clinical Sociology Annual Conference, Pittsburgh, PA. October, 2014.

"*Sulha*: A traditional approach to restorative justice." Annual Conference of the Peace and Justice Studies Association, Waterloo, Ontario. October, 2013.

"Nazi Medicine: Science or Torture?" Eighth International Conference on Holocaust Education, Yad Vashem, Jerusalem. July, 2012.

"Sociology and Social Liberation." North Central Sociological Association Annual Conference. Pittsburgh, PA. April, 2012.

"Peace in the Middle East: Is it Possible?" Garaventa Center for Catholic Intellectual Life and American Culture, University of Portland, Portland, OR. April, 2011.

"Forty Years of Silence: Indonesia in the Context of Suharto's Brutal Regime." In Carol Rittner, ed. *Learn, Teach, Prevent: Holocaust Education in the 21<sup>st</sup> Century*. Greensburg, PA: Seton Hill University, 2010. 293-302.

"Catholic Social Teaching and Genocide: War, Human Rights, and the Culture of Death." LeFrak Holocaust Education Conference, Seton Hill University. October, 2009.

*The Long Journey: In Search of Justice and Peace in Jerusalem*. Published by Liturgical Press, Saint John's Abbey, Collegeville, MN. March, 2009.

"The Universal and the Particular: A Social Science Perspective on the Holocaust." In Kathleen McSharry, ed. *Emerging Issues in Holocaust Education: Proceedings of the Seventh Holocaust Education Conference*. Greensburg, PA: Seton Hill University, 2009. 26-32.

# Debra Faszler-McMahon

Dean, School of Humanities and Professor of Spanish  
Seton Hill University; Greensburg, PA 15601  
(724) 953-6302; mcmahon@setonhill.edu

## ACADEMIC PREPARATION

- 2006 Ph.D. Spanish Literature. University of California, Irvine, CA.  
2001 M.A.T.L. Spanish. University of Southern Mississippi, Hattiesburg, MS and Morelia, Mexico  
2000 M.A. English. University of South Dakota, Vermillion, SD  
1996 B.A. English & Religious Studies *summa cum laude*. Tabor College, Hillsboro, KS

## ACADEMIC POSITION

Dean, School of Humanities, Seton Hill University (2015-current); Professor of Spanish (promoted 2018).

## PUBLICATIONS

### Books:

- A Laboratory of Her Own: Women and Science in Spanish Culture*. Eds. Victoria L. Ketz, Dawn Smith-Sherwood, and Debra Faszler-McMahon. Vanderbilt UP, 2021.  
*African Immigrants in Contemporary Spanish Texts: Crossing the Strait*. Eds. Debra Faszler-McMahon and Victoria L. Ketz. London: Ashgate Press, 2015.  
*Cultural Encounters in Contemporary Spain: The Poetry of Clara Janés*. Lewisburg: Bucknell University Press, 2010.

### Selected Journal Articles and Book Chapters:

- “Moroccan Immigrant Authors and Transnational Feminism in Najat El Hachmi’s *Mare de llet i mel* (2018) and Lamiea El Amrani’s *Poesía femenina y sociedad* (2010).” *Transmodernity: Journal of Peripheral Cultural Production of the Luso Hispanic World*. Vol. 9.4. 2020.
- “Design Thinking, Pre-service Teachers, and the Advanced Grammar Course: Creative Models for Community Engaged Learning.” *Engaging Teacher Candidates and Language Learners with Authentic Practice*. Chesla Lenkaitis and Shannon Hilliker, eds. IGI Global, 2019.
- “Images of the Global Hispanophone: Transnational Iconography in Saharai Literature.” *Symposium: A Quarterly Journal in Modern Literatures*. 72.1 (2018): 13-26.
- “Conversaciones con Bahía Mahmud Awah: Recuperación de la memoria cultural saharai.” *Afro-Hispanic Review*. 34.1 (Spring 2016): 137-152. Print.
- “Poetics and Politics: Digital Interventions in Sahrawi Cultural Production.” *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*. Special Issue: Sahara. 5.3 (2015): 20-39. Print.
- “African Poetics in Spain: *Um Draiga* and the Voices of Contemporary Saharai Poetry.” *African Immigrants in Contemporary Spanish Texts: Crossing the Strait*. London: Ashgate Press, 2015. 223-40. Print.
- “Introduction. Representations of Africa in Contemporary Spain: Literatures and Cultures Crossing the Strait.” *African Immigrants in Contemporary Spanish Texts: Crossing the Strait*. London: Ashgate Press, 2015. 1-36. Print.
- “Secrets of Poetic Translation in the Work of Clara Janés: Homage to Adonis in *Variables ocultas*. *Secretos y verdades: Los textos de Clara Janés*. London: Peter Lang, 2014. 81-104.
- “Traducción y migración de textos poéticos en la obra de Clara Janés.” *EU-topías* 5.1 (July 2013): Universitat de Valencia. <http://eu-topias.org>
- “Migration and the Foreign in Contemporary Spanish Poetry: *El sueño de Dakhla* (*Poemas de Umar Abass*) (2008) by Manuel Moya. Special Topic: Defining Differences – 20<sup>th</sup> and 21<sup>st</sup> Century Spanish Poetry. *Studies in 20<sup>th</sup> and 21<sup>st</sup> Century Literature*. 36 (Summer 2012). 340-355.



## SELECTED CONFERENCE PRESENTATIONS

- “Feminist Poetics from the Maghreb: Global Migrations and Amazigh Cultural Voices in Spain.” 10<sup>th</sup> Annual AAAD (African, African American, and Diaspora Studies Interdisciplinary Conference). James Madison University, Harrisonburg, VA. Feb. 20-21, 2020.
- “STE(A)M in 21<sup>st</sup> Century Spanish Poetry: The Case of Clara Janés” Kentucky Foreign Language Conference. April 11-13, 2019. Lexington, KY.
- “Literature Professors versus Language Teachers: Bridging MLA Divisions via ACTFL’s IPA, OPI and WPT.” Northeast Modern Language Association (NEMLA). Pittsburgh, PA. April 12-15, 2018.
- “Imagining the Global Hispanophone: Memory and Transnational Iconography in Saharawi Literature.” Mid-American Conference on Hispanic Literatures (MACHL). Washington University in St. Louis. Oct. 26-28, 2017.
- “Multimodal Conversational Exchange via TalkAbroad for Enhancing Oral Proficiency in Spanish.” 98<sup>th</sup> Annual Conference of the AATSP (American Association of Teachers of Spanish and Portuguese). Miami, Florida. July 8-11, 2016.
- “Cubarawi Consciousness: Postcolonial Identities between Western Sahara, Cuba, and Spain.” Global Hispanophone Forum. 131<sup>st</sup> Annual Modern Language Association Convention (MLA). Austin, Texas. January 7-10, 2016.
- “Digital Poetics and Saharawi Immigrant Culture in Spain.” Council of European Studies Conference. Paris, France. Panel organized by Jill Robbins and Sonia Roncador: “Migrations in 21<sup>st</sup> Century Iberian Cultures”. July 8-10, 2015.
- “The Ethics of Memory in Bahia Mahmud Awah’s Spanish-Saharawi *Relatos*.” 68<sup>th</sup> Annual KFLC (Kentucky Foreign Language Conference): Lexington, KY. April 23-25, 2015.
- “Trauma Theory and African Poetics in Spain.” 12<sup>th</sup> International Conference on New Directions in the Humanities. Madrid, Spain. San Pablo University. June 11-13, 2014.
- “Poetic Translation and *Variables ocultas*.” Panel: Artistic Affinities and Feminist Thought in the Works of Clara Janés. 129<sup>th</sup> Annual MLA (Modern Language Association). Chicago. January 9-12, 2014.

## PEER REVIEWER

*Hispania* (2010-current)

*Revista Canadiense de Estudios Hispánicos* (2015-current)

*Transmodernity* (2015-current)

Fulbright Scholar Awards: Student applicants (2014; 2017); Faculty applicants (2015/2016/2017).

## SELECTED GRANTS, AWARDS, and HONORS

- 2020 Kiva.org Volunteer of the Month (for weekly translation volunteer work since 2007)
- 2019 Summer International Research Grant: Seton Hill University
- 2017 Excellence in Assessment Award, Seton Hill University
- 2016 Invited Guest Lecture: University of Minnesota, Twin Cities
- 2015 TalkAbroad Curriculum Development Grant: “Authentic Conversational Practice and Self-Reflection via Voicethread and TalkAbroad.”
- 2012 Invited Symposium Address at the University of Texas at Austin: “Traducción y migración de textos poéticos en la obra de Clara Janés.” UT Austin Poetry Symposium: Oct. 2012.
- 2006 Feministas Unidas Essay Prize for “Women and the Discourse of Underdevelopment in Rosa Chacel’s *Memorias de Leticia Valle*”
- 2005 Program for Cultural Cooperation Research Grant, Kingdom of Spain, Ministry of Culture
- 2003 National Endowment for the Humanities Summer Seminar:  
“Critical Approaches to Hispanic Poetry at the Turn of the Century.”  
Led by Andrew P. Debicki and Jill S. Kuhnheim

# DANIEL CASEBEER

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(b) (6) • (b) (6) • dcasebeer@setonhill.edu

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## EDUCATION

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<b>Ph.D. Social and Comparative Analysis in Education</b> University of Pittsburgh	2015
<b>M.S. Secondary Education</b> Duquesne University	2008
<b>M.A. English</b> Duquesne University	2007
<b>B.A. English</b> Washington & Jefferson College	2006

## TEACHING EXPERIENCE

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<b>Assistant Professor</b> Seton Hill University	2016 – Present
<b>Adjunct Professor</b> Community College of Allegheny County	2015 – 2016
<b>Teaching Fellow</b> University of Pittsburgh	2013 – 2015
<b>Adjunct Instructor</b> South University	2010 – 2012
<b>English Teacher</b> Washington & Lee High School	2009 – 2012

## SELECTED PUBLICATIONS

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Casebeer, D. (2019). Visualizing preservice teachers' encounters with difference. *Pennsylvania Teacher Educator*, 18(1), 84-96.

Casebeer, D. (2018). Teaching empathy through journaling. *Edutopia*. Retrieved from <https://www.edutopia.org/article/teaching-empathy-through-journaling>

Casebeer, D. (2018). Deciphering preservice teachers' intercultural competencies: A grounded theory for description and demonstration. *Journal of Research Initiatives*, 4(1), 1-11.

Casebeer, D., & Mann, J. (2017). Mapping theories of transformative learning. *Cartographica*, 52(3), 233-237.

Casebeer, D., Mann, J., & Michaux, E. (2017). Tales from the black carpet: A narrative inquiry into multicultural programming. *Journal of Curriculum Theorizing*, 32(2), 1-14.

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## SELECTED PRESENTATIONS

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Casebeer, D. (2020). *Mapping student teachers' perceptions of engagement during the Coronavirus Pandemic*. Paper accepted for presentation at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, Pennsylvania.

Casebeer, D., & Salvio, A. (2019). *(Re)conceptualizing arts-based teaching and learning in the content areas: A field guide for arts-based pedagogy across the curriculum*. Paper accepted for presentation at the annual meeting of the Pennsylvania Art Education Association, State College, Pennsylvania.

Casebeer, D. (2018). *Developing multicultural educators: Toward a module-based pedagogy for social justice*. Paper accepted for presentation at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, Pennsylvania.

Casebeer, D. (2018). *The empathetic classroom: Instructional strategies for social and emotional learning*. Paper accepted for presentation at the annual meeting of the Pennsylvania Communication Association, Greensburg, Pennsylvania.

Casebeer, D. (2018). *Mapping cultural diversity awareness: A case study of transformative learning in preservice teacher education*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, New York, New York.

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## ADMINISTRATIVE EXPERIENCE

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**Major Review Coordinator** 2019 – 2020  
Seton Hill University

**Director of Field Placement** 2016 – 2020  
Seton Hill University

**Program Coordinator** 2013 – 2014

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## HONORS AND AWARDS

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**Setonian Spirit Award** 2016, 2020  
Seton Hill University

**Caritas Grant for Co-Curricular Learning** 2018  
Seton Hill University

## CURRICULUM VITAE (2021)

Roni Kay M. O'Dell  
Seton Hill University  
1 Seton Hill Drive Box 306x  
Greensburg, PA 15601  
[rodell@setonhill.edu](mailto:rodell@setonhill.edu)

### CURRENT ACADEMIC APPOINTMENTS

**ASSOCIATE PROFESSOR OF POLITICAL SCIENCE**, Seton Hill University, Political Science Department, *2016-Present*

**COORDINATOR OF THE POLITICAL SCIENCE AND GLOBAL STUDIES DEPARTMENT**, Seton Hill University, Political Science Department, *2017-Present*

### OTHER ACADEMIC APPOINTMENTS

ASSISTANT PROFESSOR, Seton Hill University, Political Science Department, *2016-2019* promoted to Associate Professor in 2019)

ASSISTANT PROFESSOR, Cameron University, History and Government Department, *2014-2016*

VISITING LECTURER, BA Program in Political Science, Colorado College, 2013

ADJUNCT PROFESSOR, BA Program in International Studies, JKSSIS, University of Denver, 2011-2014

ADJUNCT PROFESSOR, Political Science Department, Metropolitan State University of Denver, 2011

ADJUNCT PROFESSOR, Political Science Department, University of Colorado Denver, 2010

RESEARCH FELLOW, Program on Fragile States, Sié Chéou Kang Center for International Security and Diplomacy, JKSSIS, University of Denver, 2011-2014

RESEARCH ASSISTANT, Monterey Institute of International Studies, Monterey, CA, 2007

### EDUCATION

**PH.D., INTERNATIONAL STUDIES**, 2014

University of Denver, Josef Korbel School of International Studies, Denver, Colorado

**M.A., INTERNATIONAL POLICY STUDIES**, 2007

Monterey Institute of International Studies, Monterey, California.

**B.A., INTERDISCIPLINARY STUDIES**, 2005

University of Washington, Bothell, Washington

### SPECIALIZATIONS AND INTERESTS

#### *International Politics*

- International Development
- International Organizations
- Human Rights

#### *Comparative Politics*

- American Government
- US Foreign Policy
- African Governance
- African Development

#### *Political Theory*

- Ancient, Modern, and Contemporary
- Governance and Democracy
- Critical Theory

### COURSES TAUGHT

UNDERGRADUATE INTRODUCTORY COURSES: American Federal Government; Introduction to Global Politics; Contemporary Issues in World Affairs; Global Political Economy; International Relations; Political Science; Western Cultural Traditions

UNDERGRADUATE UPPER DIVISION COURSES/SEMINARS: Comparative Politics; Genocide and Human Rights; Genocide in Comparative Perspective; Global Political Economy; Governance in Africa; Nationalism and Ethnic Conflict; Politics of Development; Intro to Human Rights; Intro to Sub-Saharan Africa; Politics of Maritime Piracy; Participatory Development Politics and Practice; Technology and Development; US Foreign Policy; Research Methods; Senior Political Science Capstone

#### **PUBLISHED BOOKS**

O'Dell, Roni Kay and Sasha Breger Bush. *Global Politics: A Toolkit for Learners*. New York: Rowman and Littlefield, Lexington Press, December 2020.

#### **PUBLISHED ARTICLES**

“Teaching About Poverty and Inequality; Critical Pedagogy and Personal Experience in the Learner-Centered Classroom,” with Sasha Breger-Bush, Spring 2018 publication in special issue of the *International Journal of Pluralism and Economics Education* entitled “Teaching Inequality in an Age of Pluralism.”

“The Critical Role of Mass Media in International Norm Diffusion: The Case of UNDP Human Development Reports,” with Devin Joshi, *International Studies Perspectives*. 2016.

“UNDP Human Development Reports Changing the World: A Review of the First 25 Years” (translated into German: “Wie die Berichte über die menschliche Entwicklung die Welt verändern”), with Devin Joshi, *Vereinte Nationen* January, 2015 Edition.

“Global Governance and Development Ideology: The United Nations and the World Bank on the Left-Right Spectrum,” with Devin Joshi, *Global Governance: A Review of Multilateralism and International Organizations* 19(2): 249-275 (2013).

“New Perspectives on the Independence of International Organizations: How Do They Influence Peacebuilding and Good Governance?” *Global Governance: A Review of Multilateralism and International Organizations* 18(4): 477-490 (2012).

#### **SELECTED WORKING PAPERS AND PANEL PRESENTATIONS**

“Using Primary Documents to Teach Global Politics from a Learner-Centered Approach” with Sasha Breger Bush. Planned to present at International Studies Association Conference, March 25, 2020 in Honolulu, HI (cancelled because of Coronavirus Pandemic)

"Human Development Ideology and the Sustainable Development Goals" presented at the International Studies Association Conference, March 29, 2019 in Toronto, Canada

“Member Policymaking Power in Amnesty International: Comparing National Section Governance Practices” with Linda Veazey, presented at the International Studies Association Conference, March 30, 2019 in Toronto, Canada.

“Is Amnesty International Still a Grassroots, Member-Led Organization? An Assessment of Its Democratic Viability” with Linda Veazey, presented at the International Studies Association Conference, April 4, 2018 in San Francisco, CA.

“Teaching About Poverty and Inequality; Critical Pedagogy and Personal Experience in the Learner-Centered Classroom,” with Sasha Breger-Bush, presented at the Original Lilly Conference on College and University Teaching and Learning, November 19, 2017, Oxford, OH.

**PATI BEACHLEY**

[beachley@setonhill.edu](mailto:beachley@setonhill.edu)

<http://www.patibeachley.com>

[insta@patinadeville](#)

(b) (6)

(b) (6)

## Education

Virginia Commonwealth University, **ABD in PhD** program in Art History specializing in Contemporary Art and Art Theory, 1997-00.

Virginia Commonwealth University, **MFA**, Sculpture, 1996.

University of Maryland-College Park, **BA**, Studio Art, *Cum Laude*, 1992.

Lacoste School of Art, Lacoste, France, 1991.

## Solo Exhibitions

2007 *Flippo Gallery*, Randolph-Macon College, Ashland, VA.

2006. *Westmoreland Community College*, Youngwood, PA.

2005 *Pittsburgh Center for the Arts*, Pittsburgh, PA.

2004. *Prospectus 3*, Brewhouse Space 101, Pittsburgh, PA.

1999 *Astra Gallery*, Richmond, VA.

*Hunt Gallery*, Mary Baldwin College, Staunton, VA.

## Recent Selected Group Exhibitions

2020 FiberArts International, Fort Collins Museum, Fort Collins, CO.

*Austral*, Brewhouse Gallery, Pittsburgh, PA. Juror: Leslie Rose

2019 Christine Frechard Gallery, Pittsburgh, PA. Selections by Christine Frechard

Associated Artists of Pittsburgh Annual, Westmoreland Museum of American Art, Greensburg, PA. Juror: Juana Williams

*Pattern/Place*. ROY G BIV gallery, Columbus, OH. Curated by Marla Roddy and Lance Pruitt

*Fiber Arts International*. Pittsburgh, PA. Jurors: Sonja Clark and Jane Sauer. Exhibition Catalogue.

*SOS Travels*, Pittsburgh Center for the Arts, Pittsburgh, PA. Juror: Joy Borelli-Edwards.

*Disconnections*, You Are Here Gallery, Jeanette, PA. Curator: Dan Overdorff

2018 *Artists Who Teach*, Westmoreland Museum of American Art, Greensburg, PA. Curator: Barbara Jones

*Igniting Change*, Bowling Green State University, Bowling Green, OH. Juror: Saul Ostrow.  
Exhibition Catalogue

## Employment

**Professor of Sculpture** (2001-current) and **Chair of Art & Design** (2010-current), Art Department, Seton Hill University, Greensburg, PA. Classes taught: Sculpture, Intermediate Sculpture, Advanced Sculpture, Drawing, 3-D Design, 2-D Design, Metalsmithing, Survey of Non-Western Art, Contemporary Art and Criticism, and Senior Integrative Seminar.

## Skills

metal casting; foundry operation of gas furnaces & induction furnaces; ceramic shell, investment, bonded sand moldmaking; plaster and rubber casting; plaster and rubber mold-making; metalsmithing; patination and metal finishing; plastic, wood, and metal fabrication; 3d printing and laser cutting; tig, mig, arc, and gas welding; stone carving; clay figure modeling; painting & drawing; woodcut & lithography; 3-d design & 2-d design; framing; French (read, write, speak), German (in translation), Italian (in translation)

## Lectures and Presentations

*Artist talk*, Roy G BIV gallery, Columbus, OH. Sept. 2019.  
*Artist Talk*, Brewhouse Gallery, Pittsburgh, PA, Aug. 2019.  
*Artist Talk*, You are Here Gallery, Jeanette, PA. April 2019.  
*Artist Talk*, Westmoreland Museum of American Art, Nov. 11, 2018.  
*Panel moderator/presenter*, "Soft into Hard: techniques in metal castings" International Cast Iron Conference, Scranton, PA, 2018.  
*Artist talk*, Alphabet City Development, Pittsburgh, PA, 2017.  
*Presenter*, Artist Panel, *Drawn Out, Drawn Over*, February 25, 2017, Brentwood Arts Exchange, Brentwood, MD.  
*Presenter*, "Digital Integration in the Arts: Senior Virtual Portfolios and Virtual Platforms in Three-Dimensional Design," iTeach Gallery, Poster session, Seton Hill University, April 2013.  
*Presenter*, Beachley, Pati and Brode, Carol, "The Question Mark/er Project," ATINER Visual Arts Conference, Athens, Greece. June 2012.  
*Panelist Presenter*, "The Use and Abuse of Sculpture," The State of Sculpture Conference, Cleveland Institute of Art, November 6, 2010.  
*Panelist presenter*, "The Question Marker Project: Why another Holocaust Memorial: a case study," National Center for Holocaust Education, Seton Hill University, Oct. 26, 2009.  
*Visiting Artist Lecture*, SUNY, Buffalo, NY, 2004.  
*Visiting Artist Lecture*, Ohio State University, Columbus, OH, 2002.  
*Visiting Artist Lecture*, Middle Tennessee State University, Murfreesboro, TN, 2000.  
*Visiting Artist Lecture*, Denison University, Granville, OH, 2000.  
*Artist Lecture*, Mary Baldwin College, Staunton, VA, 1999.

## Commissions

Bronze Gong, Richmond Children's Museum, Spring 2000.  
*Question Marker Project*, Permanent installation at the National Catholic Center for Holocaust Education, Seton Hill University, Greensburg, PA.  
Two memorials to the Flood of 2004, Rogers Elementary School and Shaler Middle School, in Collaboration with Mattress Factory funded by National Endowment for the Arts, Spring 2005.  
Action Housing, LLC. 2018-2019.  
Navarro Designs, Pittsburgh, PA, 2019  
Westmoreland Museum of American Art, Greensburg, PA, 2019

## Affiliations

Sculptors, Inc., Baltimore, MD. (Until 1998)  
College Art Association (1997-Present)  
Associated Artists of Pittsburgh (2002-Present)  
Pittsburgh Sculpture Society (2003-Present)  
Allegheny Metals Group, 2019  
Monmade, 2019  
Society of North American Goldsmiths, 2019

## Jennifer L. Goss

(b) (6)

(b) (6) (Cell)

(b) (6)

### EDUCATION

**West Chester University of Pennsylvania**, West Chester, PA ■ 2009 **Master of Arts** in Holocaust and Genocide Studies. Thesis: The Evolution of Survivor Psychology

**Pace University**, New York, NY ■ Expected Completion 2021 **Master of Arts** in History Thesis: The Holocaust in American News

**Kutztown University of Pennsylvania**, Kutztown, PA ■ 2002 **Bachelor of Science** in Education/Secondary Education Areas of Concentration or Major: Social Studies/History & Political Science Honors: Top Ranking History Major, Magna Cum Laude Graduate

### AWARDS & FELLOWSHIPS

- Daughters of the American Revolution, Virginia State History Teacher of the Year, 2017
- Daughters of the American Revolution History Teacher of the Year, Beverly Manor Chapter, 2016 & 17
- Valley Alliance for Education, Grant Recipient 2015 & 2017
- Dawbarn Award Winner, 2016
- Museum Teacher Fellow, United States Holocaust Memorial Museum, 2010-Present

### TEACHING EXPERIENCE

At Robert E. Lee High School, Staunton, VA: **Social Studies Teacher** – Responsible for teaching AP US Government & Politics, Junior United States/Virginia History, Dual Enrollment US History and Senior VA/US Government. Elective in Holocaust & Genocide Studies; curriculum developer for this course ■ August 2012 – Present

At Blue Ridge Community College, Weyers, Cave, VA: **Adjunct Instructor** – Responsible for teaching HIS121: US History to Civil War and HISS122: US History: Reconstruction to Present, and other courses as needed ■ January 2015 – Present



At Fleetwood Area High School, Fleetwood, PA: **Social Studies Teacher** – Responsible for teaching APUS Government & Politics, Senior American Government, Freshman American Geography/History and Electives including *An Introduction to the Holocaust* and *The Holocaust in Film & Literature*. ■ 2002 - 2012

## **RELATED EXPERIENCE**

**United States Holocaust Memorial Museum**, 2010 - Present Museum Teacher Fellow, 2010 – Present. MTF Lead, Conference for Holocaust Education Centers, 2018-19. Member of Former Regional Education Corp, November 2012 – November 2016. Facilitator, Arthur & Rochelle Belfer Conference for Educators, 2014-2015, 2018. On the design team for the curriculum for *History Unfolded: The Holocaust in American News*. Will be facilitating Holocaust Institute for Teacher Education 2020.

**Anti-Defamation League**, July 2011 – Present *Echoes & Reflections* Facilitator Responsible for conducting teacher trainings, upon request, for the ADL's *Echoes & Reflections* Holocaust curriculum. Also designed the online webinar versions of this training and currently facilitating webinars.

**USC-Shoah Foundation**, May 2015 – Present Independent Contractor Responsible for developing activities for the IWitness Education Platform and leading webinars for educators.

**Misa's Fugue (Documentary Project)**, June 2010, Co-Producer, Screen Writer & Researcher The film has won several awards, including the Pennsylvania School Press Association's Rachael S. Turner Award; 5 Telly Awards, including People's Choice, Production, and Education. It was also nominated for 2 Emmy Awards (Mid-Atlantic Region) for Documentary and Screenwriting.

## **PUBLICATIONS AND PAPERS**

- *“Teaching with Memoirs”* (unofficial title of chapter in upcoming text, *Teaching and Understanding the Holocaust*, University of Wisconsin Press. 2019)
- *Remember, My Child* with Itka Zygmuntowicz. McNally Jackson (New York), April 2016
- “Effective Strategies for Teaching the Holocaust Through Film,” National Catholic Center for Holocaust Education 2009 Conference at Seton Hill University, Greensburg, PA, October 2009

**TIMOTHY PETETE**

Professor of English

Assistant Dean of the College of Liberal Arts

University of Central Oklahoma

100 N. University Drive, Box 184 Edmond, OK 73034

(405) 974-5849; tpetete@uco.edu

**RELEVANT TEACHING EXPERIENCE (2015-)**

ENG 2883 American Literature Since 1865 (5 sections)

ENG 4223/5910 Contemporary Literature and Culture (3 sections)

ENG 4273/5273 American Fiction Since WWII (3 sections)

ENG 4463/5453 Indigenous Literature I (2 sections)

ENG 4493/5463 Indigenous Literature II (2 sections)

ENG 4773/5773 American Literature 1865-1900 (2 sections)

ENG 4823/5823 Ethnic American Literature (9 sections)

**RELEVANT PRESENTATIONS (2015-)**

Plenary Speaker, "Repeat Offenders: The Artistry of Indigenized Dissent", will deliver at the Dissent in Transatlantic Perspectives International Symposium, Prague (Czech Republic), 2022

Presenter, "AlterNative Communication: Indigenously-Determined Approaches to Media Technology", delivered at American Corner, Centinje (Montenegro), December 18, 2019

Presenter, "Still Here: Indigenous Resilience and Community Outreach", delivered at American Corner, Podgorica (Montenegro), December 17, 2019

Presenter, "Restless Natives: Indigenous Aesthetic Engagement in the 21st Century", delivered at the Thirteenth Native American Symposium, October 31, 2019

Presenter, "Engage, Empower, and Educate: How the University of Central Oklahoma's Native American Success Initiative Transforms the Lives of Marginalized Students", delivered at the Coalition of Urban and Metropolitan Universities Conference, October 23, 2019

Presenter, "This Is Indian Land: Visual Sovereignty and Representational Space", delivered at the XV International Conference on Anglo-American Literary Studies, Centinje (Montenegro), June 27, 2019

Presenter, "The Tool Becomes a Weapon: Voice and Contemporary Indigenous Art", delivered at the Popular Culture Association National Conference, April 17, 2019

Plenary Speaker, "Language Has an Energy: Weaponized Privilege and Creative Expression", delivered at the Fifth International Conference on English Language and Anglophone Literatures Today (ELALT)", Novi Sad (Serbia), March 9, 2019

Plenary Speaker, "Why Humanities Matter: Indigenous Visibility and Narrative Change", delivered at the Third International Conference on English Language, Literature, Teaching and Translation Studies (CELLTTS)", Sarajevo (Bosnia and Herzegovina), September 28, 2018

Presenter, "Reclaiming Unceded Space: Indigenous Voices and Literary Histories", delivered at the XIV International Conference on Anglo-American Literary Studies, Nikšić (Montenegro), June 29, 2018

Invited Speaker, "Indians are Everywhere: Native Intertextuality and Popular Culture", delivered at Džemal Bijedić University of Mostar (Bosnia and Herzegovina), May 31, 2018

Presenter, "Advocating for Change: Writing about Contemporary Native American Realities", delivered at the Annual Convention of the National Council of Teachers of English, November 18, 2017

- Presenter, "The Importance of Native American Representation in Literature", delivered at the Oklahoma Council of Teachers of English Fall Conference, September 30, 2017
- Plenary Speaker, "Indigenizing the Academy: Contemporary American Indian Realities and Digital Media Studies", delivered at the Third International Conference on English Language and Literary Studies, Banja Luka (Bosnia and Herzegovina), June 9, 2017
- Presenter, "Digital Media Outcomes and American Indian Literature", delivered at the Digital Native American and Indigenous Studies Workshop, Indiana University-Purdue University Indianapolis, May 16, 2017
- Presenter, "Creating Socially-Engaged Writing Pedagogies: Identifying and Analyzing Contemporary American Indian Realities in First-Year Writing, English Education, and Online Literature Courses", delivered at the Conference on College Composition and Communication, March 17, 2017
- Invited Speaker, "Native Appropriations: Representations of Indigenous Peoples in Popular Culture", delivered at the University of Maribor (Slovenia), November 4, 2016
- Invited Speaker, "Convergence of Identity and Technology in Native American Literature", delivered at the University of Rijeka (Croatia), October 20, 2016
- Invited Speaker, "Welcome to Indian Country: Early, Modern, and Contemporary Indigenous Realities", delivered at the University of Novi Sad (Serbia), October 11, 2016
- Presenter, "Rhetorical Sovereignty and Digital Media: Contesting, Negotiating, and Appropriating Online Environments", delivered at the Indigenous Environments International Conference, Norwich (United Kingdom), July 7, 2016
- Presenter, "Electric Powwow: An Analysis of Contemporary American Indian Rhetoric", delivered at the Popular Culture Association National Conference, March 22, 2016
- Presenter, "Teaching Native American Speculative Fiction: Going Beyond the Traditional Tropes of Horror, Dystopia, and Science Fiction", delivered at the Annual Convention of the National Council of Teachers of English, November 21, 2015

#### **RELEVANT SERVICE (2015-)**

- College of Liberal Arts Representative, UCO Inclusive Community Response Team, 2020-
- Faculty Representative, STARS Multicultural Honor Society Panel, September 4, 2019
- Faculty Representative, McNair Scholars Summer Research Institute Colloquium, May 22, 2019
- Member, Native American Heritage Month Task Force, 2018-2020
- Faculty Facilitator, Diversity Leadership Institute, May 16-20, 2018
- Area Chairperson, American Indian Literatures and Cultures, Popular Culture Association, 2018-
- Faculty Representative, Morris K. Udall and Stewart L. Udall Foundation, 2018-
- Peer Reviewer, *Children's Literature Association Quarterly*, 2017-
- Faculty Representative, Forge Diversity Panel, August 16, 2017
- Facilitator, *Beyond the Asterisk: Understanding Native Students in Higher Education*, Center for Excellence in Transformative Teaching and Learning, 2017-18
- Member, Native American Success Initiative (NASI) Committee, 2017-20
- Co-founder and member, Native American Faculty & Staff Association, 2016-
- Member, President's Native American Initiatives Strategic Planning Committee, 2016-20
- Member, Indigenous Peoples Day Task Force, 2016-20
- Member, Faculty Advisory Board, Indigenous Studies Program, 2015-
- Co-Coordinator, Sherman Chaddlesone Arts & Letters Lecture Series, 2015-20

#### **REFERENCES**

Available upon request

MEHNAZ M. AFRIDI

(b) (6)

[Mehnaz.afridi@manhattan.edu](mailto:Mehnaz.afridi@manhattan.edu)

## EDUCATION

PH.D. University of South Africa, Religious Studies. *Naguib Mahfouz and Modern Islamic Identity* examine the shift since the advent of Islam from Islamic models of social life toward post-colonial and modern conceptions of the Islamic Identity.

M.A. Syracuse University, New York. Religious Studies Holocaust Studies, Critical Theory and Islam

B.A. Syracuse University, New York. English & Religion

## TEACHING COMPETENCY & RESEARCH INTERESTS

Islam and America; Genocide and Holocaust Studies; Judaism and Islam; Interreligious Identity; Transnational Studies in Post-genocide Identity

## WORK EXPERIENCE

Director, Holocaust, Genocide, and Interfaith Education Center. Manhattan College, Riverdale, NY 10704 2011-present

Board Member, Raoul Wallenberg Institute of Ethics Muslim-Jewish Dialogue 2004-present

United States Holocaust Memorial Museum, Washington, D.C. Member, Ethics, Religion and the Holocaust Committee 2014-present

Union Theological Seminary, Islamic Social Justice & Interreligious Engagement, N.Y. Advisory Member 2016-present

Co-Chair, National Consortium of Higher Education Centers of Holocaust, Genocide and Human Rights, 2018-present

## TEACHING EXPERIENCE

Manhattan College, Associate Professor of Religious Studies 2011-Present

United States Holocaust Memorial Museum, DC “Interreligious Studies and the Holocaust,” co-taught with Dr. Victoria Barnett, July 15-19, 2019

Core Adjunct and Online Faculty, School of Arts and Sciences National University, Los Angeles 2000-2009

Core Adjunct Faculty, Liberal Arts Studies Antioch University, Los Angeles, 2001-2011

#### RECENT PUBLICATIONS

“Mourning, Memory, and Nostalgia within Genocide,” in *Religion and Genocide Journal*  
Taylor & Francis Online, 2020

“Muslim Ties to Land: Knotted Controversies and Potential Paths toward Cooperation,” in  
*Enabling Dialogue about the Land: A Resource Book for Jews and Christians*, Eds.  
Ruth Langer and Jesper Svartvik, New Jersey: Paulist Press, August 2020.

“Bosnia and the Holocaust: Women, Trauma and Shame,” in *Women, The Holocaust,  
and Genocide*, Ed. Carol Rittner, Seton Hill University Holocaust Education Press,  
2019.

“A Muslim’s Response,” in *Legacy of an Impassioned Plea: Franklin H. Littell’s  
Crucifixion of the Jews*, Ed. David Patterson, New York: Paragon Press, 2018.

*The Shoah through Muslim Eyes*, Academic Studies Press, 2017.

“Acknowledging the Other in Suffering and Jewish-Muslim Relations,” in *Remembering  
for the Future: Armenia, Auschwitz and Beyond*. Eds. Michael Berenbaum,  
Richard Leibowitz, and Marcia Sachs Littell. St. Paul: Paragon Press, 2016.

“Nostalgia and Memory in Jewish-Muslim Encounters,” in *Crosscurrents* 65 (3), 2015.



February 19, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

Thank you for approaching me/our organization about participating in the NEH Summer Institute for K-12 Educators. I/We understand that part of this grant involves offering a week-long educational institute for K-12 educators, and that the grant development team is seeking collaborations with and presentations by renowned experts and scholars in the fields of genocide and Holocaust studies, empathy theory and storytelling, and contemporary anti-Semitism and the Jewish experience in 21st century American and global communities.

I/We support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations on the topic: **Grappling with Genocide via Text and Image: Fostering Empathy and Student Engagement.** We look forward to participating in this effort to foster empathy and civic engagement via educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

A handwritten signature in black ink that reads "John Spurlock".

John Spurlock

Name: John Spurlock  
Title: Professor of History  
Contact information: [spurlock@setonhill.edu](mailto:spurlock@setonhill.edu)



February 19, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

Thank you for approaching me about participating in the NEH Summer Institute for K-12 Educators. I understand that part of this grant involves offering a week-long educational institute for 9-12 educators, and that the grant development team is seeking collaborations with and presentations by renowned experts and scholars in the fields of genocide and Holocaust studies, empathy theory and storytelling, and contemporary anti-Semitism and the Jewish experience in 21st century American and global communities.

I support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations on the topic: "Grappling with Genocide: Fostering Empathy and through Text and Image.". Specifically, I look forward to serving as a project co-director and speaking on the topic of narrative theories of empathy formation as they have evolved in both literary theory and cognition theory. In addition, as a certified Master Practitioner for the global organization of Narrative 4, I will serve as the project liaison to Narrative 4 and the primary trainer of institute participants as they earn a Narrative 4 Facilitator Certification.

I look forward to participating in this effort to foster empathy and civic engagement via educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

A handwritten signature in blue ink that reads "Christine Cusick".

Christine Cusick, Ph.D.  
Associate Professor of English / Director of Honors  
Narrative 4 Master Practitioner  
cusick@setonhill.edu



February 25, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

I fully support Seton Hill University's plan to offer a Summer Institute and am happy to work with Seton Hill's grant team to offer "Grappling with Genocide: Fostering Empathy and through Text and Image" in the summer of 2022.

I will support the program in two ways. First, as a founder and faculty member in Seton Hill's Genocide and Holocaust Studies program, I will apply my expertise in teaching the material, particularly related to my course, "Stories of the Holocaust."

Second, as Director of Seton Hill's National Catholic Center for Holocaust Education, I will make the resources of the Center available to participants, including its extensive collection of books and archival material.

Finally, I am prepared to assume the role of co-director of the seminar should the need arise.

Yours truly,

A handwritten signature in black ink, appearing to read "Dr. James Paharik".

Dr. James Paharik  
Professor of Sociology  
Director, National Catholic Center for Holocaust Education



February 18, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear NEH Humanities Summer Institute Program Evaluators:

I am writing to express my commitment to offer administrative support and to participate in Seton Hill University's NEH Summer Institute for K-12 Educators. I am part of the grant development team, and I understand that the grant involves preparing for and offering a two-week long educational institute for educators in grades 9-12. The institute includes presentations by renowned experts and scholars in the fields of Native American studies, Genocide and Holocaust studies, as well as experiential learning sessions related to empathy and storytelling, the Jewish experience in 21st century America, and global communities struggling to address refugees and exiles.

I support Seton Hill University's plan to offer this Summer Institute and I pledge to offer administrative support as well as to serve as an alternative co-director for the duration of the project, titled **Grappling with Genocide: Fostering Empathy and Engagement through text and Image**. I look forward to participating in this effort to offer educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,



Debra Faszler-McMahon  
Dean of the School of Humanities and Professor of Spanish  
Seton Hill University  
One Seton Hill Drive  
Greensburg, PA 15601  
[mcmahon@setonhill.edu](mailto:mcmahon@setonhill.edu)  
(724) 552-1735



February 18, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear NEH Humanities Summer Institute Program Evaluators:

I am writing to express my commitment to participate in Seton Hill University's NEH Summer Institute for K-12 Educators. I am a member of the grant development team, and I understand the responsibilities associated with preparing for and implementing an intensive educational institute for classroom teachers.

I support Seton Hill University's plan to offer this Summer Institute, and I pledge to offer my time and pedagogical expertise, as both an Assistant Professor of Education and a former high school English teacher, for the duration of the project. I look forward to participating in this important interdisciplinary endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Daniel Casebeer".

Daniel Casebeer, Ph.D.  
Assistant Professor of Education  
724.830.1154  
dcasebeer@setonhill.edu



February 26, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear NEH Humanities Summer Institute Grant Team:

Thank you for approaching me about participating in the NEH Summer Institute for K-12 Educators. I understand that part of this grant involves offering an educational institute for K-12 educators, and that the grant development team is seeking collaborations with and presentations by experts in the fields of Genocide and Holocaust studies, empathy theory and storytelling, recent and current refugee crises, Native American erasure, and contemporary anti-Semitism and the Jewish experience in 21st century American and global communities.

I support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations. My expertise as Associate Professor of Political Science involves teaching and publications in International Relations, Development/Comparative Politics, Genocide and Human Rights, and Nationalism and Ethnic Conflict. My research centers on human rights theory and practice, particularly as relates to development issues such as how national and international laws protect migrants and refugees. I am also deeply involved with academic and practitioner human rights organizations and I have filled leadership roles such as serving as Chair and Representative on the National Resolutions Committee for Amnesty International, and serving as Chair for the Global Development Studies Book Award Section of the International Studies Association.

I would be glad to participate in Seton Hill's institute for K-12 educators on the topic **Grappling with Genocide**. I plan to present on recent and current refugee crises as well as hate crimes and anti-Semitism in contemporary American culture. I look forward to participating in this effort to offer educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

A handwritten signature in cursive script that reads "Roni Kay O'Dell".

Roni Kay O'Dell  
Associate Professor of Political Science  
Seton Hill University  
One Seton Hill Drive  
Greensburg, PA 15601  
rodell@setonhill.edu

February 25, 2021



Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear NEH Humanities Summer Institute Program Evaluators:

I am writing in support of Seton Hill University's proposed Summer Institute: *Grappling with Genocide: Fostering empathy and engagement through text and image*. As an artist and an educator, I understand one of the greatest functions of art, to provoke a possibility for change. I value the opportunity to be part of this program, helping educators see the significance of art through *the Question Mark/er Project* pedagogical framework. The *Question Mark/er Project* was designed to be a proactive, creative outcome after one learns of the atrocities of the Holocaust and Genocide. By asking a question, which all good art does, participants engage in trying to encompass their understanding and their feelings surrounding what they have learned. From the question, an artwork is generated.

By inviting K-12 Educators to participate in Seton Hill University's NEH Summer Institute, educators will develop the knowledge and framework for teaching complicated issues and utilizing cross disciplinary strategies to increase student engagement and comprehension. I am committed to this program as part of the grant development team and I understand that the grant involves preparing for and offering a two-week long educational institute for K-12 educators. I cannot think of a more important time in my life where we need more education about the Holocaust and Genocide, considering both recent events in the US and internationally. I look forward to your consideration of *Grappling with Genocide* as an educational program that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

A handwritten signature in black ink that reads "Pati Beachley". The signature is fluid and cursive, with a long, sweeping underline.

Pati Beachley  
Chair of Art & Design Department  
Professor of Art  
Seton Hill University  
One Seton Hill Drive  
Greensburg, PA 15601  
[beachley@setonhill.edu](mailto:beachley@setonhill.edu)  
[www.patibeachley.com](http://www.patibeachley.com)

January 19, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

Thank you for approaching me about participating in the NEH Summer Institute for K-12 Educators. I understand that part of this grant involves offering a two week-long educational institute for K-12 educators, and that the grant development team is seeking collaborations with and presentations by experienced educators and scholars in the fields of genocide and Holocaust studies, empathy theory and storytelling, and contemporary antisemitism and the Jewish experience.

The timely nature of this topic, combined with the push for state and national legislation related to the Holocaust and other world genocides shows the value of this collaboration. I know from past experience that Seton Hill is well positioned within the Holocaust and genocide community to play a crucial role in this process. Any teachers who are able to participate in this opportunity will leave with greater confidence and capacity to tackle this challenging history.

I support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations on the topic: "Grappling with Genocide." I look forward to participating in this effort to foster empathy and civic engagement via educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

Jennifer Goss, M.A., N.B.C.T  
Social Studies Educator  
United States Holocaust Memorial Museum Teacher Fellow  
Alfred J. Lerner Fellow for the Jewish Foundation for the Righteous

(b) (6)

January 5, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

Thank you for approaching me about participating in the NEH Summer Institute for K-12 Educators. I understand that part of this grant involves offering a week-long educational institute for K-12 educators, and that the grant development team is seeking collaborations with and presentations by renowned experts and scholars in the fields of genocide and Holocaust studies, empathy theory and storytelling, and contemporary anti-Semitism and the Jewish experience in 21st century American and global communities.

I support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations on the topic: **Grappling with Genocide via Text and Image: Fostering Empathy and Student Engagement**. We look forward to participating in this effort to foster empathy and civic engagement via educational programming that supports the study of Humanities as well as K-12 education in the US.

Mvto.

*Timothy Petete*

Timothy Petete, Ph.D.  
Professor of English  
Assistant Dean, College of Liberal Arts  
University of Central Oklahoma  
100 N. University Drive, Box 184  
Edmond, OK 73034  
(405) 974-5849  
tpetete@uco.edu



MANHATTAN COLLEGE

---

HOLOCAUST, GENOCIDE AND INTERFAITH EDUCATION CENTER

January 26, 2021

Humanities Summer Seminars and Institutes for K-12 Educators

National Endowment for the Humanities

400 Seventh Street SW

Washington, D.C. 20506

Dear Committee Members,

I will be delighted to share my academic expertise at a seminar for K-12 teachers July 11-22, 2022 at the National Catholic Holocaust Center at Seton Hill University.

Entitled: **Grappling with Genocide: Fostering Empathy and Engagement through Text and Image.**

Please do not hesitate to contact me about any questions.

Sincerely, *Mehnaz Afridi*

Mehnaz. M. Afridi, PhD

Associate Professor of Religious Studies

Director of the Holocaust, Genocide and Interfaith Education Center

[Mehnaz.afridi@manhattan.edu](mailto:Mehnaz.afridi@manhattan.edu)

718-862-7284

**Christian Associates** of Southwest Pennsylvania



616 N. Highland Ave • Pittsburgh, PA 15206  
*mailing* P.O. Box 5241 • Pittsburgh, PA 15206  
*phone* (412) 688-9070 • *fax* (412) 688-9091  
www.casp.org • lbarlow@casp.org  
Rev. Liddy Barlow, Executive Minister

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs National Endowment for the Humanities  
400 Seventh Street SW  
Washington, D.C. 20506

January 26, 2021

To whom it may concern:

On behalf of Christian Associates of Southwest Pennsylvania, and our interfaith partners at the Jewish Community Center of Greater Pittsburgh's Center for Loving Kindness and Civic Engagement, I am writing to express our enthusiastic willingness to participate in the 2022 NEH Summer Institute proposed by Seton Hill University. We look forward to welcoming a group of teachers from around the country to visit the Center for Loving Kindness.

Rabbi Ron Symons and I will gladly meet with the group. We look forward to sharing our work to build relationships among interfaith spiritual leaders and to connect communities of faith to today's most pressing issues, as we seek to "redefine neighbor from a geographic term to a moral concept." This work has taken on an even more pressing importance in the aftermath of the tragic mass murder at the Tree of Life synagogue.

I am eager to collaborate with Dr. Paharik and other members of Seton Hill's team in this vitally important project, and I offer my wholehearted support of Seton Hill University's plan to offer a Summer Institute in 2022 on the topic of antisemitism and other forms of bigotry and extremism in the world today.

Yours sincerely,

A handwritten signature in cursive script that reads "The Rev. Liddy Barlow".

The Rev. Liddy Barlow  
Executive Minister





Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street SW  
Washington D.C. 20506

January 22, 2021

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

On behalf of City of Asylum Pittsburgh, I am writing to express my willingness to participate in the 2022 NEH Summer Institute. I understand that you will bring teachers from around the country to visit City of Asylum of meet with one or more of our writers-in-residence.

Your topic, "Grappling with Genocide: Fostering Empathy and Engagement Through Text and Image," fits well with our mission of supporting writers exiled under threat of persecution. These writers tell vital stories about human rights violations and political violence around the world. Similarly, at our cultural center, we work to build a just community by promoting and protecting creative free expression. On their visit to City of Asylum, participants in the NEH program will encounter powerful examples of the ways in which literature, storytelling, and culture exchange can foster empathy and engagement.

I support Seton Hill University's plan to offer a Summer Institute in 2021 and am eager to collaborate with Dr. Paharik and other members of Seton Hill's team.

Yours sincerely,

Abby Lembersky  
Director of Programs, City of Asylum Pittsburgh



Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs National Endowment for the Humanities  
400 Seventh Street SW  
Washington, D.C. 20506

February 11, 2021

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

On behalf of Reeves Memorial Library, I am writing to express my willingness to participate in Seton Hill's Summer Institute for educators in 2022. In my role as Public Services Librarian and Library Liaison to the School of Humanities, I will be happy to provide an overview of the Reeves Library collection of Holocaust resources, etc.,

Yours sincerely,

A handwritten signature in black ink, appearing to read "Kelly A. Clever".

Kelly A. Clever



NARRATIVE 4  
SHARE TODAY. CHANGE TOMORROW.

February 19, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear Seton Hill University NEH Humanities Summer Institute Grant Team:

Thank you for approaching Narrative 4 about participating in the NEH Summer Institute for 9-12 Educators. We understand that part of this grant involves offering a week-long educational institute for K-12 educators, and that the grant development team is seeking collaborations with and presentations by renowned experts and scholars in the fields of genocide and Holocaust studies, empathy theory, and contemporary anti-semitism and the Jewish experience in 21st century American and global communities.

We support Seton Hill University's plan to offer a Summer Institute and would be happy to work with Seton Hill's grant team to explore collaborations and presentations on the topic: **"Grappling with Genocide: Fostering Empathy through Text and Image."** We look forward to participating in this effort to foster empathy and civic engagement via educational programming that supports the study of Humanities as well as K-12 education in the US.

Sincerely,

Lee Keylock

Director of Global Programs  
lee@narrative4.com



February 20, 2021

Humanities Summer Seminars and Institutes for K-12 Educators  
Division of Education Programs  
National Endowment for the Humanities  
400 Seventh Street, SW  
Washington, DC 20506

Dear NEH Grant Selection Committee,

As Provost of Seton Hill University, I am writing to confirm Seton Hill University's institutional commitment to offering an NEH Summer Institute for K-12 educators. The Administration of Seton Hill understands that this grant involves developing, advertising, recruiting for and delivering a two-week institute for educators focused on the topic **Grappling with Genocide: Fostering Empathy and Engagement through Text and Image**. We strongly support this collaboration between the School of Humanities and our National Catholic Center for Holocaust Education. We look forward to supporting project faculty and staff via timely and effective resources in order to bring this institute to fruition. We also understand that the institute includes experiential learning components and a range of pedagogical tools such as collaborations with Narrative 4, visits to sites in Pittsburgh, and use of campus facilities for art installations like the Question Mark/er Project, as well as a need for large auditorium spaces for final project presentations.

We pledge to offer support from all relevant offices for this project and we see the summer institute as an important outgrowth of our institutional mission, particularly our commitment to Genocide and Holocaust education. We believe that the institute will offer educators opportunities for increased historical and international understanding as well as hands-on skills that will help them to make a positive pedagogical impact, not only during their stay at Seton Hill, but when they return to their classrooms and communities.

Sincerely,

A handwritten signature in black ink that reads "Susan Yochum, SC".

Susan Yochum, SC, Ph.D.  
Provost and Professor of Chemistry  
Seton Hill University  
One Seton Hill Drive  
Greensburg, PA 15601

## References

Reference for Dr. John Spurlock, Institute Co-Director

Name of Reference: Mary Ann Gawelek, Ed.D.

Title: President

Institution: Lourdes University

Email Address: (b) (6)

Reference for Dr. Christine Cusick, Institute Co-Director

Name of Reference: Dawn Duncan, Ph.D.

Title: Professor Emeritus of English, Film & Global Studies

Narrative 4 – Master Practitioner & Trainer/Advisor to Colleges & Universities

Institution: Concordia College-Moorhead, MN

Email Address: duncan@cord.edu

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 25-0965557

DATE:04/24/2018

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/23/2014

Seton Hill University  
Business Office Seton Hill Drive  
Greensburg, PA 15601

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: Facilities And Administrative Cost Rates**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2018	06/30/2022	50.00	On Campus	All Programs
PRED.	07/01/2018	06/30/2022	30.00	Off Campus	All Programs
PROV.	07/01/2022	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

\*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: Seton Hill University

AGREEMENT DATE: 4/24/2018

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment means article of nonexpendable, tangible personal property having a useful life of more than 1 year(s) and an acquisition cost of \$1,000 or more per unit.

Fringe Benefits -

FICA

Health Insurance

TIAA/CREF

Per 2 CFR 200.414(g) - A rate extension has been granted.

Your next proposal based on actual costs for the fiscal year ending 06/30/21 is due in our office by 12/31/21.



ORGANIZATION: Seton Hill University

AGREEMENT DATE: 4/24/2018

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Seton Hill University

(INSTITUTION)

*Jennifer R Lundy*

(SIGNATURE)

*Jennifer R. Lundy*

(NAME)

*VP for Finance + Administration, CFO*

(TITLE)

*5/9/2018*

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S  
Digitally signed by Darryl W. Mayes -S  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People, ou=234219200300.100.1.1=2000131669,  
cn=Darryl W. Mayes -S  
Date: 2018.05.07 07:52:37 -0400

(SIGNATURE)

for Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

4/24/2018

(DATE) 5977

HHS REPRESENTATIVE: Shon Turner

Telephone: (214) 767-3261



RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001  
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: Seton Hill University

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date: 10/01/2021 End Date: 12/31/2022

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Christine		Cusick		(b) (6)	0.00	1.25	0.50	(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
Dr.	James		Paharik		(b) (6)	0.00	1.25	0.50	(b) (6)	(b) (6)	(b) (6)
Project Role: Faculty Member											
Dr.	Debra		Faszer-McMahon		(b) (6)	0.00	1.25	0.50	(b) (6)	(b) (6)	(b) (6)
Project Role: Faculty Membrrer											
Dr.	Daniel		Casebeer		(b) (6)	0.00	0.50	0.50	(b) (6)	(b) (6)	(b) (6)
Project Role: Faculty Member											
Dr.	Roni Kay		O'Dell		(b) (6)	0.00	0.00	0.10	(b) (6)	(b) (6)	(b) (6)
Project Role: Faculty Member											
Prof.	Pati		Beachley		(b) (6)	0.00	0.00	0.10	(b) (6)	(b) (6)	(b) (6)
Project Role: Faculty Member											

Additional Senior Key Persons:

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

Total Funds requested for all Senior Key Persons in the attached file 0.00

Total Senior/Key Person 54,563.22

## B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
	Post Doctoral Associates						
	Graduate Students						
1	Undergraduate Students	0.00	0.08	0.31	2,520.00	110.16	2,630.16
	Secretarial/Clerical						
1	Undergraduate Student	0.00	0.02	0.05	432.00	16.52	448.52
2	<b>Total Number Other Personnel</b>						<b>3,078.68</b>
							<b>Total Other Personnel</b>
							<b>3,078.68</b>
							<b>Total Salary, Wages and Fringe Benefits (A+B)</b>
							<b>57,641.90</b>

## C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
N/A	0.00
Additional Equipment:	
<input type="text"/>	<input type="button" value="Add Attachment"/>
	<input type="button" value="Delete Attachment"/>
	<input type="button" value="View Attachment"/>
<b>Total funds requested for all equipment listed in the attached file</b>	
<b>Total Equipment</b>	0.00

## D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions)	2,269.00
2. Foreign Travel Costs	0.00
<b>Total Travel Cost</b>	<b>2,269.00</b>

## E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	0.00
2. Stipends	55,000.00
3. Travel	0.00
4. Subsistence	3,300.00
5. Other <input type="text" value="Transportation to site visits"/>	5,040.00
<input type="text" value="25"/> <b>Number of Participants/Trainees</b>	<b>Total Participant/Trainee Support Costs</b>
	63,340.00

**F. Other Direct Costs**

		Funds Requested (\$)
1.	Materials and Supplies	7,006.63
2.	Publication Costs	0.00
3.	Consultant Services	20,407.84
4.	ADP/Computer Services	0.00
5.	Subawards/Consortium/Contractual Costs	0.00
6.	Equipment or Facility Rental/User Fees	0.00
7.	Alterations and Renovations	0.00
8.	Other: Postage and Printing	887.50
9.	N/A	0.00
10.	N/A	0.00
<b>Total Other Direct Costs</b>		<b>28,301.97</b>

**G. Direct Costs**

		Funds Requested (\$)
<b>Total Direct Costs (A thru F)</b>		<b>151,552.87</b>

**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Salary & Wages of staff and students, on-campus rate	50.00	45,746.68	22,873.34
<b>Total Indirect Costs</b>			<b>22,873.34</b>

**Cognizant Federal Agency**

(Agency Name, POC Name, and POC Phone Number)

U.S. Department of Health and Human Services; Darryl W. Mayes, Deputy Director of Cost Allocation Services; 301-492-4855

**I. Total Direct and Indirect Costs**

		Funds Requested (\$)
<b>Total Direct and Indirect Institutional Costs (G + H)</b>		<b>174,426.21</b>

**J. Fee**

Funds Requested (\$)
0.00

**K. Total Costs and Fee**

		Funds Requested (\$)
<b>Total Costs and Fee (I + J)</b>		<b>174,426.21</b>

**L. Budget Justification**

(Only attach one file.)

1241-justification.pdf

Add Attachment

Delete Attachment

View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		54,563.22
<b>Section B, Other Personnel</b>		3,078.68
Total Number Other Personnel	2	
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		57,641.90
<b>Section C, Equipment</b>		0.00
<b>Section D, Travel</b>		2,269.00
1. Domestic	2,269.00	
2. Foreign	0.00	
<b>Section E, Participant/Trainee Support Costs</b>		63,340.00
1. Tuition/Fees/Health Insurance	0.00	
2. Stipends	55,000.00	
3. Travel	0.00	
4. Subsistence	3,300.00	
5. Other	5,040.00	
6. Number of Participants/Trainees	25	
<b>Section F, Other Direct Costs</b>		28,301.97
1. Materials and Supplies	7,006.63	
2. Publication Costs	0.00	
3. Consultant Services	20,407.84	
4. ADP/Computer Services	0.00	
5. Subawards/Consortium/Contractual Costs	0.00	
6. Equipment or Facility Rental/User Fees	0.00	
7. Alterations and Renovations	0.00	
8. Other 1	887.50	
9. Other 2	0.00	
10. Other 3	0.00	
<b>Section G, Direct Costs (A thru F)</b>		151,552.87
<b>Section H, Indirect Costs</b>		22,873.34
<b>Section I, Total Direct and Indirect Costs (G + H)</b>		174,426.21
<b>Section J, Fee</b>		0.00
<b>Section K, Total Costs and Fee (I + J)</b>		174,426.21

## Budget Justification

### A. Senior/Key Personnel = \$54,563.22

Wages and fringe benefits for senior key personnel are required to successfully implement strategies of the grant. Salaries are based on actual salary schedules at Seton Hill University. The formula for fringe benefits is based on campus-wide averages of benefits for full-time faculty and staff salaries. The (b) (6) % fringe benefit rate includes the following categories: Health, vision, and dental insurance; FICA; retirement; workman's compensation; life/accidental death insurance; and long-term disability. The following project personnel are on a 10-month academic year contract, which runs from August through May. Summer months constitute June and July.

**Co-Director** Christine Cusick, Ph.D., Associate Professor of English, Honors Program Director, Narrative 4 Liaison and International Narrative 4 Master Practitioner will co-lead in all aspects of project administration and provide oversight of the project. She will also present in the Institute on story exchange methodology and will train participants in the Narrative 4 curriculum. Dr. Cusick will commit 0.5 summer months and 1.25 academic months to the project, which will include intellectual and programmatic preparation to lead activities within the Institute, for a total request, including fringe benefits, of (b) (6). The second Co-Director for the project is described in the Consultant section of this budget justification.

### **Faculty Members (5)**

1. James Paharik, Ph.D., Professor of Sociology and Director of the National Catholic Center for Holocaust Education will provide the history of Genocide and Holocaust education at Seton Hill, introduce visual and digital narratives of the Holocaust, and guide discussions throughout the project. He will also serve as backup Co-Director (for Dr. John Spurlock). Dr. Paharik will commit 0.5 summer months to the project and 1.25 academic months, which will include intellectual and programmatic preparation to lead activities within the Institute as well as to prepare for co-leadership in the administration of the project in the event Dr. Spurlock is unable to carry out his role. Total request, including fringe benefits, is (b) (6).
2. Debra Faszler-McMahon, Ph.D., Professor of Spanish and Dean of the School of Humanities will lead film discussions, co-lead Narrative 4 story exchange, and co-present on recent and current refugee crises. Dr. Faszler-McMahon will also serve as backup Co-Director (for Dr. Christine Cusick). Dr. McMahon will commit 0.5 summer months and 1.25 academic months to the project, which will include intellectual and programmatic preparation to lead activities within the Institute as well as to prepare for co-leadership in the administration of the project in the event that Dr. Cusick is unable to carry out her role. Total request, including fringe benefits, is (b) (6).
3. Daniel Casebeer, Ph.D., Assistant Professor of Education will consult with and assist participants in educational unit plans and pedagogical strategies developed in individual projects during the program. Dr. Casebeer will commit 0.5 summer months and 0.5 academic months to the project for a total request, including fringe benefits, of (b) (6).

4. Roni Kay O'Dell, Ph.D., Associate Professor of Political Science and Global Studies will co-present on recent and current refugee crises. Dr. O'Dell will commit 0.1 summer months to the project for a total request, including fringe benefits, of (b) (6).
5. Patricia Beachley, M.F.A., Associate Professor of Art and Design will introduce and facilitate all activities related to the *Question Mark/er project*. She will commit 0.1 summer months to the project for a total request, including fringe benefits, of (b) (6).

**B. Other Personnel = \$3,078.68**

Two (2) undergraduate students will be chosen as interns for the project through a competitive application process at a compensation rate of \$9 per hour. Fringe benefits will be paid during the summer only, as per Seton Hill University policy, at a rate of 7.65%. The total request is \$3,078.68 for 328 hours worked, as follows:

1. One undergraduate student will commit a total of 280 hours for a total request, including fringe benefits, of \$2,630.16, as follows:
  - a. 120 hours (0.08 academic months), calculated @ 6 hours/week for 20 weeks. Tasks include marketing, social media, website creation, project preparation and organization, including participant registration; and
  - b. 160 hours (0.31 summer months), calculated @ 40 hours/week for 4 weeks, to assist participants and staff during the 2-week Institute as well as one week pre- and post.
2. One undergraduate student will commit a total of 48 hours for a total request, including fringe benefits, of \$448.52, as follows:
  - a. 24 hours (0.02 academic months), calculated @ 6 hours/week for 4 weeks, to mount and frame digital photos of the Holocaust—The Knights Collection— and prepare labels and other materials for gallery exhibit; and
  - b. 24 hours (0.05 summer months) to hang the gallery exhibit of the Knights Collection.

**C. Equipment Description = \$0**

**D. Travel = \$2,269.00**

All budgeted travel is consistent with University policies and procedures and reviewed by the Controller to ensure compliance with grant expenditure guidelines. Travel arrangements are made at the lowest rates to minimize expenses, such as using ride-sharing, when possible. Mileage is reimbursed at the applicable federal mileage rate, currently \$.56 per mile. Vehicle rental is required for travel over 200 miles. Per diem allotments are calculated using the General Service Administration rates.

1. Domestic Travel Costs: Project Directors' Meeting = \$2,269.00  
Travel costs are calculated for two (2) Co-Directors from Greensburg, PA to Washington, D.C. using the following calculations: 1) \$135 vehicle rental @ \$45/day x 3 days; 2) \$60 gas @ \$3/gallon x 20 gallons; 3) \$1,542 lodging @ \$257/night x 3 nights x 2 rooms; 4) \$532 per diem for 2 people @ \$76 for 2 full conference days and \$57 for 2 travel days.
2. Foreign Travel Costs = \$0

**E. Participant/Trainee Support Costs = \$63,340.00**

1. Tuition/Fees/Health Insurance = \$0
2. Stipends = \$55,000.00  
Stipends for participants to participate in the 2-week Summer Institute are intended to defray the cost of travel, lodging, subsistence, and incidental expenses associated with their attendance, calculated @ \$2,200 per person x 25 participants.
3. Travel = \$0
4. Subsistence = \$3,300.00  
Funds are requested for meal costs during 2 off-campus site visits to Pittsburgh, PA, for a total of \$3,300 (\$1,650 per each site visit). Calculations are based on 25 participants and 8 project personnel per site visit @ \$50 each, which will provide funds to cover both lunch and dinner for each of the two all-day trips in Pittsburgh, PA.
5. Other = \$5,040.00  
Transportation costs to 2 off-campus site visits in Pittsburgh, PA are requested, for a total of \$4,200 (\$2,100 per each site visit). Charter bus rental is \$2,100 per trip, calculated @ \$175/hour x 10 hours and 20% gratuity. Transportation costs are also requested to visit the 911 Memorial in Shanksville, PA, for a total cost of \$840. This is an optional weekend activity for participants. Charter bus rental is \$840, calculated @ \$175/hour x 4 hours and 20% gratuity. The most cost-effective mode of transportation will be selected in the event that fewer participants choose to engage in the optional activity.

**F. Other Direct Costs = \$28,301.97**

1. Materials and Supplies = \$7,006.63
  - a. \$5,734.05 for primary textbooks @ \$163.83 each (25 participants and 10 personnel):  

Totten, Samuel, and Henry Theriault. *The United Nations Genocide Convention: An Introduction* \$26.95; Harjo, Joy. *When the Light of the World Was Subdued, Our Songs Came Through* \$16.39; Tingle, Tim. *Walking the Choctaw Road* \$9.85; Orange, Tommy. *There There* \$7.19; Korczak, Janusz. *Ghetto Diary* \$17.10; Helm, Sarah. *Ravensbruck: Life and Death in Hitler's Concentration Camp for Women* \$16.99; Zapruder, Alexandra. *Salvaged Pages: Young Writers' Diaries of the Holocaust* \$24.50; Iftin, Abdi Nor. *Call Me American* \$12.99; Gratz, Alan. *Refugee* \$9.79; Habiburahman. *First, They Erased Our Name: A Rohingya Speaks* \$13.49; Murad, Nadia, and Jenna Krajeski. *The Last Girl: My Story of Captivity, and My Fight against the Islamic State* \$8.59.
  - b. \$462.00 for publication "Bound in the Bond of Life: Pittsburgh Writers Reflect on the Tree of Life Tragedy," (University of Pittsburgh Press, 2019) @ \$14 each for the Kindle version (25 participants and 10 personnel).

- c. \$30 for DVD “My Name is Sara,” directed by Steven Oritt (James Lucey Productions, 2019).
  - d. \$393.94 to mount, frame, and hang the art gallery exhibit of the Knights Collection photos, including 30 black/white photos of the Gardelegen massacre and one poster print of the 102<sup>nd</sup> Infantry Division map. Costs are as follows:
    - \$150.00 for 30 borderless clip frames, size 11”x14” @ cost of \$30 for 6 frames
    - \$149.70 for printing of 30 black/white photos, size 11”x14”, @ 4.99 each
    - \$62.85 for 1 metal poster frame with clear acrylic cover
    - \$18.40 for acetate printer labels to use in exhibit mounting
    - \$12.99 for 1 poster print, including lamination and mounting on foam core.
  - e. \$386.64 to develop art activities related to the Question Marker project, as follows:
    - \$197.91 for Arteza hardcover journals, 5x8”, 100 pages, 27 at cost of \$21.99 for 3
    - \$188.73 for fineliner pens, colored, 12-pack, 27 @ \$6.99 each
2. Publication Costs = \$0
  3. Consultant Services = \$20,407.84
    - a. Visiting Scholar #1 = \$1,820.00  
Dr. Mehnaz Afridi, Director of the Holocaust, Genocide & Interfaith Education Center and Associate Professor of Religious Studies at Manhattan College, New York will commit one full day to the project. Costs include: 1) \$750 stipend; 2) \$1,070 travel costs including \$320 roundtrip airfare from New York to Pittsburgh, PA; \$300 ground transportation roundtrip from Pittsburgh to Greensburg, PA; \$310 lodging @ \$155/night x 2 nights; and \$140 per diem @ \$56/day and \$42 for 2 travel days.
    - b. Visiting Scholar #2 = \$2,150.00  
Dr. Timothy Petete, Associate Professor of American and Native American Literature at the University of Central Oklahoma will commit one full day to the project. Costs include: 1) \$750 stipend; 2) \$1,400 travel costs including \$650 roundtrip airfare from Oklahoma to Pittsburgh, PA; \$300 ground transportation roundtrip to Greensburg, PA; \$310 lodging @ \$155/night x 2 nights; and \$140 per diem @ \$56/day and \$42 for 2 travel days.
    - c. Co-Director and Visiting Scholar #3 = \$7,500.00  
John Spurlock, Ph.D., Professor of History and Director of the Graduate Certificate Program in Genocide and Holocaust Studies at Seton Hill University (retiring in June 2021) will commit 2 full weeks (10 days) during the Summer Institute at a cost of \$6,000 (\$3,000/week x 2 weeks), where he will present theoretical approaches to Genocide and engage participants in connecting contemporary world issues with the history of genocidal thinking. Dr. Spurlock will also provide co-leadership in all aspects of administration and oversight of the project, including participation in monthly planning meetings and as a member of the Selection Committee, for which he will commit the equivalent of 1 academic month, for a \$1,500 stipend. Total request is \$7,500.



- d. Senior K-12 Educator = \$7,187.84  
Jennifer Goss, a social studies teacher at Robert E. Lee High School in Staunton, Virginia and teaching fellow at the U.S. Holocaust Memorial Museum will commit 2 full weeks (10 days) to the project. Costs include: 1) \$6,000 stipend (\$3,000/week x 2 weeks); 2) \$287.84 mileage reimbursement @ .56/mile x 514 miles roundtrip from Virginia to Greensburg, PA; and 3) \$900 on-campus room and board @ \$450/week x 2 weeks.
  - e. Consultant #1 = \$375  
The Center for Loving Kindness and Community Engagement, housed within the Jewish Community Center of Greater Pittsburgh: Co-directors Reverend Liddy Barlow and Rabbi Ron Symons will discuss contemporary anti-Semitism during a site visit with project participants to the Tree of Life Synagogue in Pittsburgh, PA. Funds are requested for one half-day stipend @ \$375.
  - f. Consultant #2 = \$375  
10.27 Healing Partnership (JCC), housed in the Jewish Community Center of Greater Pittsburgh: Maggie Feinstein, Director, will discuss topics of anti-Semitism in the contemporary world during a site visit with project participants. Funds are requested for one half-day stipend @ \$375.
  - g. Consultant #3 = \$750  
City of Asylum in Pittsburgh, PA: Artist Diane Samuels, co-founder of City of Asylum, and Abby Lembersky, Director of Programs, will discuss programs and organize readings by exiled writers in-residence who have fled political persecution and violence in their home countries. Participants will engage in a cross-cultural object exchange and visit the City of Asylum bookstore to view cross-cultural literary presentations. Funds are requested for one full-day stipend @ \$750.
  - h. Selection Committee Honoraria = \$250  
Jennifer Goss, Senior K-12 Educator/Consultant, will receive a \$250 honorarium for participation on the Selection Committee. Her work will include an online evaluation of applications, formal meeting to create an evaluation rubric, and final discussion of participants selected.
4. ADP/Computer Services = \$0
  5. Subawards/Consortium/Contractual Costs = \$0
  6. Equipment or Facility Rental/User Fees = \$0
  7. Renovations or Alterations = \$0
  8. Other = \$887.50
    - a. \$637.50 for mailing costs as follows: \$137.50 postage for 250 general recruitment and advertisement mailings @ .55 each; and b) \$500 for mailing costs of participant textbooks @ \$20 each x 25 participants.

- b. \$250 printing of online materials, readings, and articles @ \$10 printing allowance x 25 participants (allowance for each participant includes 50 color copies at .15 each and 100 black/white copies at .025 each).

**G. Total Direct Costs = \$151,552.87**

**H. Indirect Costs = \$22,873.34**

Seton Hill's Indirect Cost Rate Agreement with the Department of Health and Human Services is effective 7/1/2018-6/30/2022. It stipulates a 50% indirect cost rate applicable to all programs on campus. The base is calculated on direct salaries and wages, including vacation, holiday, sick pay, and other paid absences but excluding all other fringe benefits. Indirect cost is calculated at 50% of the wages requested for faculty and undergraduate students in the project @ \$45,746.68.

**I. Total Direct and Indirect Costs = \$174,426.21**

**J. Fee = \$0**

**K. Total Costs and Fee = \$174,426.21**

Dear NEH Grants Committee:

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Sincerely,

Dr. Dawn Duncan  
Professor Emeritus of English & Global Studies, Concordia College-Moorhead, MN  
Master Practitioner, Trainer & Advisor to Colleges & Universities, Narrative 4

Reference Letter for ES-281207  
Mary Ann Gawelek

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March 18, 2021

Dear Colleagues:

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Reference Letter for ES-281207  
Mary Ann Gawelek

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(b) (6)

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Sincerely,

Mary Ann Gawelek, Ed.D.  
President