

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**



SAMPLE APPLICATION NARRATIVE

Landmarks of American History and Culture Workshops for
Community College Faculty
Institution: Community College Humanities Association



NATIONAL
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DIVISION OF EDUCATION
PROGRAMS

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National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Concord, Massachusetts: A Center of Transcendentalism and Social Reform in the 19th Century*

Institution: Community College Humanities Association

Project Director: Sterling Delano

Grant Program: Landmarks of American History and Culture Workshops for Community College Teachers

**COMMUNITY COLLEGE HUMANITIES ASSOCIATION
NEH: LANDMARKS IN AMERICAN HISTORY AND CULTURE:
WORKSHOPS FOR COMMUNITY COLLEGE FACULTY
CONCORD, MASSACHUSETTS:
A CENTER OF TRANSCENDENTALISM AND SOCIAL REFORM IN THE 19TH CENTURY**

TABLE OF CONTENTS

NARRATIVE: INTELLECTUAL RATIONALE	1-4
NARRATIVE: CONTENT AND DESIGN OF THE WORKSHOPS	4-8
NARRATIVE: PROJECT STAFF AND VISITING SCHOLARS	8-10
NARRATIVE: INSTITUTIONAL CONTEXT	10-12
2009 BUDGET PROPOSAL	
APPENDIX A/WORKSHOPS TIMETABLE	
APPENDIX B/REQUIRED WORKSHOPS READINGS	
APPENDIX C/STAFF AND SCHOLARS ACCEPTANCE MESSAGES	
APPENDIX D/BIBLIOGRAPHY OF BACKGROUND SCHOLARSHIP	
APPENDIX E/ PROJECT STAFF AND VISITING SCHOLARS' RESUMES	

INTELLECTUAL RATIONALE

The Community College Humanities Association will sponsor two one-week workshops (July 12-18, then repeated July 19-25, 2009) for 50 community college faculty members (25 each week) in Concord, Massachusetts, an intellectual epicenter of philosophical and social thinking in the 19th Century. Concord is a remarkable landmark site where Emerson, Thoreau, Hawthorne, Fuller, Alcott, Ripley and many others wrote, lectured, and discussed a variety of subjects including philosophy, religion, ethics, literature, politics, and the value of social reform. These pioneers in American letters have become known as the Transcendentalists. As a landmark, Concord is unique in that it features so many sites associated with this special group, including the School of Philosophy, the Concord Museum, the Concord Free Public Library, and the homes of Emerson, Thoreau, Hawthorne, Alcott. It is also the location, of course, of Walden Pond. All of these sites are within a two-mile radius of Concord's town center. Major manuscript and archival collections associated with the Transcendentalists are to found at the Concord Public Library, the Concord Museum, and the nearby Massachusetts Historical Society in Boston.

Four workshop scholars, all of whom are in the forefront of the newest research in Transcendentalist thought, experiments, and social reform movements, will conduct seminars and on-site study visits. These scholars include Dr. Robert Gross of the University of Connecticut, a specialist on Concord's significant place in American literature and cultural life; Dr. Sterling Delano of Villanova University, an expert on two of the Transcendentalists' utopian experiments, Brook Farm and Fruitlands; Dr. Sandra Petrulionis, Pennsylvania State University/Altoona, a teacher and writer on Concord's role in 19th Century social reform drives, especially the role of Concord women in anti-slavery activities and the town's role in the "underground railroad"; and Dr. Phyllis Cole, Penn State/Media, who recently published a revisionary book on Mary Moody Emerson's influence on her more famous nephew and is a specialist on Transcendental women generally.

Special emphasis will be placed on Concord's growing importance in the realm of social reform in antebellum America. This growth was stimulated by the Transcendentalists' efforts at raising awareness in such areas as the anti-slavery movement and women's rights. And, although it might be assumed that their entire focus consisted of high-minded theories about reform, the participants of the workshops will discover that these idealists also strove to translate their thoughts into concrete forms of action. Nowhere is their concern for results in reform more clearly demonstrated than in their social experimentation. Although none of the Transcendentalist social

experiments—Brook Farm, Fruitlands, and Walden—survived very long, these unique experiments convincingly demonstrate that the Transcendentalists represented much more than an ephemeral intellectual think tank.

Concord was one of America's first important intellectual centers, as demonstrated by the wide range of writers, philosophers, and lecturers who visited or lived there. As such, Concord played an important role in the larger discussion of 19th Century America's cultural, moral, ethical, and religious ideals. We will study writings by and about the Transcendentalists in the place most associated with their movement. This community in Concord of progressive thinkers and writers played a large role as both instigators and supporters of social reform in a century of exuberant social experimentation. They were leaders and supporters of a variety of social crusades such as the push for free public education in America, temperance, rights of women, and the anti-slavery movement. As Lyman Beecher exuded during this special epoch in American history: "The time has come when the experiment is to be made whether the world is to be emancipated and rendered happy, or whether the whole creation shall groan and travail together in pain." Beecher's comments are typical of the kind of battle cries for social change that were raised during the early days of American progressives and social crusaders, particularly in the period before and immediately after the American Civil War. We will study how these Concord writers, lecturers, and philosophers contributed to the evolution of 19th Century American values, and how this vibrant visionary community of thinkers helped create a climate for the social movements and reform efforts of the 19th Century.

Among American intellectual movements, few have had more influence than the Transcendentalists. Transcendentalism was more than a philosophy. It was first and foremost a religious rebellion. Even as Unitarianism had been born from the strict Calvinism of the Puritans, Transcendentalism was born from the progressive teachings of the Unitarians. In fact, a number of the Transcendentalists were practicing New England Unitarians who were universally viewed as tolerant, civically responsible, cultivated, educated, and highly moral. And, although Transcendentalists retained many of the virtues of Unitarianism, Transcendentalism was above all about personal inspiration and development. As Emerson, Ripley, and Alcott believed, Transcendentalism should be about promoting the individual soul's communion with the Divine. Our guest scholars Robert Gross and Sterling Delano will particularly highlight a paradox of Transcendentalism, namely the Transcendentalists' attempt to promote communalism while still fully dedicated to individualism.

In 1836 the Transcendental Club was formed primarily by Unitarian ministers under the leadership of George Ripley in the Boston bookstore of Elizabeth Palmer Peabody. Ralph Waldo Emerson and Bronson Alcott, among others, were present at the first meeting and eventually the group grew with members Theodore Parker, Margaret Fuller, George Bancroft, Henry David Thoreau, and others. The literary review Dial was created and first edited by Margaret Fuller and later by Ralph Waldo Emerson; and members of the Club provided lectures under a lyceum program that proved extremely popular. Bronson Alcott and Margaret Fuller carried the philosophical and educational lecture program into Boston's Peabody bookstore under the title, "Boston Conversations." Phyllis Cole will bring awareness to the importance of the Transcendental Club and its female members in her lecture focusing on Mary Moody Emerson, Margaret Fuller, Elizabeth Palmer Peabody, Lidian Emerson, and other prominent Concord women.

The brightest light in the Transcendentalist pantheon was Ralph Waldo Emerson. Both a Unitarian minister and the son of a Unitarian minister, Emerson spent little of his career in the church pulpit but much more as a popular lecturer. Emerson helped to lay down the intellectual foundations for transcendentalism. In essays such as "The American Scholar," "The Divinity School Address," "Self-Reliance," and "Man the Reformer," Emerson shows how individual consciousness is the source of spiritual truth – the idea that God is immanent within man and nature. His influence in American letters is rich and continuing (see the provocative new work by John Patrick Diggins on Emerson's influence on Ronald Reagan). Dr. Cole's lecture will make workshop participants aware of the powerful influence of Mary Moody Emerson on her nephew, thus demonstrating the role this intellectual woman played in the development of Transcendental thought.

George Ripley, a Boston Unitarian minister and leading Transcendentalist, organized the utopian community Brook Farm for individuals to realize their potential and live according to the highest Transcendentalist moral ideals. Although never enthusiastic about the project, Emerson and Fuller often visited the farm, indirectly contributing to Ripley's six-year experiment in the "highest mental freedom." Professor Sterling Delano will personally guide the participants through the Brook Farm site in West Roxbury as part of his analysis of the meaning of Ripley's community and its historic significance.

Bronson Alcott and Charles Lane established their own version of an earthly paradise at Fruitlands, about 12 miles west of Concord. Lane and his son, along with the Alcott family and a few others, moved to Fruitlands in 1843. This little utopia was guided by the stern asceticism of

Charles Lane. Fun and frivolity were out. Work, study, more work and more study became the dull routine. Since Lane opposed the use of beasts of burden, only voluntary human labor was to be used and that was always in short supply. The women wore linen (since cotton was the product of slave labor) bloomers, which were later made famous by Amelia Bloomer. Although the venture ended quickly, Fruitlands gained a kind of immortality in Louisa May Alcott's romanticized version of the experience in *Transcendental Wild Oats*. Later, she became internationally known for her novel *Little Women*. Both of Louisa May's Concord homes, the Orchard House and the Wayside, will be visited as part of the workshops' tours. Bronson Alcott, later in his career, became a pioneer in extending life-time educational opportunities to Concord adults. His School of Philosophy was established in 1879 next to the Orchard House to promote the idea that everyone in the Concord community should have opportunity to continue learning. One of Alcott's first "teachers" was Ralph Waldo Emerson in the twilight of his career. Participants will have the opportunity to "experience" this original building in a seminar led by workshop scholar Sterling Delano since it is still standing in its original location and is virtually unchanged. A tour following the seminar will give workshop participants the opportunity to see the desk where Louisa wrote *Little Women*, a semi-autobiographical novel based on her childhood at Wayside and Orchard House.

Although the Peabody sisters were not raised in Concord, they had a long and fruitful association with the Transcendentalists. The oldest sister Elizabeth, who helped in the formation of the Transcendental Club at her bookstore in Boston, served as Bronson Alcott's amanuensis at his Boston Temple School. Mary Peabody was the wife of educational reformer Horace Mann, who founded Antioch College. Youngest sister and artist Sophia was married to Nathaniel Hawthorne. Their marriage commenced in Concord in 1842 when they moved into the Old Manse, a new garden planted and cultivated by Henry David Thoreau as a wedding gift. Hawthorne's *Mosses from an Old Manse* grows from his experiences in that home. Participants in the workshops will visit the Old Manse, learning not only about the tender relationship between Hawthorne and his bride, but also about the house's continual presence in the lives of many of the early Transcendentalists.

The pervasive influence of Concord's intellectual elite has earned Concord a preeminent position in American letters. During these workshops, participants will have the opportunity to explore four major themes which will demonstrate the importance of Concord including: 1. **Transcendentalist Thought and Publications:** The foundations of Transcendental thought among Concord literary luminaries including Emerson, Thoreau, Hawthorne, Theodore Parker, Margaret

Fuller, Bronson Alcott, George Ripley, and George Bancroft will be studied. 2. **Transcendentalist Experiments:** The three Transcendentalist experiments, Brook Farm, Walden, and Fruitlands, where the Transcendentalists attempted to put Transcendentalist theory into practice, will be studied and both Brook Farm and Thoreau's cabin site at Walden Pond. 3. **Social Reform and Social Action Movements:** A number of 19th Century American humanitarian crusades and social reform movements, which were influenced by Concord writers and philosophers including temperance, rights of women, and the anti-slavery movement, (especially the role Concord played in harboring fugitive slaves and its leadership in condemning the Fugitive Slave Law), will be analyzed. 4. **Artifacts, Manuscripts, and Historic Sites:** The importance of artifacts, historic sites, and manuscript preservation will be stressed. Study visits with workshop scholars will be made to the Concord School of Philosophy, Hawthorne's Old Manse, Emerson's Home, the Alcott Orchard House, and the Wayside. In addition, and participants will have access to artifacts and manuscripts collections at the Concord Free Public Library and the Concord Museum.

CONTENT OF THE WORKSHOPS:

These workshops are built entirely around the concept that Concord, Massachusetts, holds a special place in American culture. The writers, philosophers, and lecturers who lived, wrote, and lectured in Concord during the 19th Century are among America's most important creative minds. Another important reason to hold the workshops in this unique setting is in the richness of historic sites and archives within a few miles of the workshops' main meeting sites. Also, the surrounding area, particularly Boston, has many significant opportunities for site visits. These workshops are being proposed in order to examine this very historic locale more deeply, and to appreciate the seminal influence in American thought of the individuals who once lived there.

The workshops will involve a seven-day schedule of seminars and study site visits. Scheduled morning seminars with visiting scholars are followed by site visits with the workshops renowned scholars. Four days of each workshop will feature scholars who will give presentations and conduct discussions covering the four themes of the workshop. In each of these sessions, the scholars will present new scholarship and participants will have the opportunity to ask relevant questions. Participants will also have several opportunities to do individual research at the Concord Free Public Library, the Concord Museum, or, time permitting, other repositories in Boston. Participants will be able to create course units, which will enrich their courses in American history,

religion, sociology, cultural anthropology, and literature with new insights gleaned from the workshops. Participants will also be able to initiate new research projects that will continue to enrich their scholarship and teaching. Workshops Faculty Mentor, Dr. Robert Gross, will participate with workshop participants in the development of their course projects or research papers. These curriculum projects, including bibliographies, must be shared with colleagues at a faculty development session either at the participant's home campus or an appropriate professional association meeting such as the Community College Humanities Association's (CCHA) regional or national meetings. These workshops' web site will also be available for the posting of finished projects.

At least a month before the workshops are held, all participants will be sent the broad range of required primary Transcendentalist writings available in Lawrence Buell's (editor) *The American Transcendentalists: Essential Writings*. New York: Modern Library Classics, 2004. This collection of primary texts includes many of the important works of Concord's Transcendentalists. In the same mailing, participants will also receive the *Concord Reader* with its carefully selected sampling of works by the visiting scholars that are specifically relevant to these workshops. (Copyright permissions for *Concord Reader* will be secured.) Besides all required readings, participants will also receive a selected bibliography of both primary and secondary works on the subject under study. [See required readings in Appendix B].

Scholarly sessions will be held at several historically significant Concord sites starting with the Concord Colonial Inn, once home to the Thoreau family, which will also serve as the headquarters for all workshop activities and housing for project staff, scholars, and participants. [For a daily itinerary please see Appendix A.]

SUNDAY/FOCUS: CONCORD'S PLACE IN AMERICAN CULTURE

The opening session will feature Dr. Robert Gross, Professor of American Literature, University of Connecticut, who will address the question, "**Why Concord?**" Dr. Gross will explore the question that has been asked for generations in the scholarly literature: how did Concord, a small village in the 19th Century, become such an important center of American letters? The required readings for Dr. Gross' Sunday and Monday presentations are his articles "The Celestial Village" in *Transient and Permanent: The Transcendentalist Movement and Its Contexts*. Eds. Charles

Capper and Conrad Wright. Boston: Massachusetts Historical Society, 1999 and “*That Terrible Thoreau': Concord and Its Hermit,*” in the *Oxford University Press' Historical Guide to Henry D. Thoreau*, ed. William Cain. New York: Oxford University Press, 2000. These articles will be available in *Concord Reader*.

MONDAY/FOCUS: CONCORD: CENTER OF REFORM AND INNOVATION

Dr. Robert Gross will continue his discussion of the intellectual life in Concord in his presentation titled, “**Transcendentalism and Reform.**” In particular, Dr. Gross will discuss the idealism and experimentation that came as the Transcendentalist movement matured. Then Dr. Gross will team up with David Wood, Director of the Concord Museum, to discuss the physical artifacts associated with Transcendentalism. The title of their presentation will be “**Using Material Culture in the Classroom: A Special Tour of the Concord Museum.**” This program will be given at The Concord Museum, a repository where much of Concord's remarkable past is brought to life, including the main collection of Thoreau possessions, together with furnishings from his cabin at Walden Pond, as well as the contents of Ralph Waldo Emerson's study where he wrote his influential essays.

In the afternoon and evening a guided tour of Transcendentalist sites in Concord will be given. Special lectures by docents will be arranged at the Emerson Home. Participants will also visit other significant sites according to their research interests. These could include a walk to Author's Ridge is Sleepy Hollow, Minute Man Park and Historical Center, the North Bridge, the Battle Road Trail, the Major John Buttrick House, or the National Heritage Museum.

TUESDAY/FOCUS: CONCORD: THEORIES INTO PRACTICE

The Tuesday morning session will focus on Concord as a center of social reform in the 19th Century. Particular emphasis will be placed on the importance of Concord as a critical station along the “underground railroad.” In addition, Thoreau and his family's contribution to this social reform will be analyzed. Dr. Sandra Petrulionis, Professor of American Studies at Pennsylvania State University, will examine “**Idealism and Social Reform: Concord's Anti-Slavery Movement.**” The required readings for Dr. Petrulionus' presentation are Chapters 1 & 2 of her book, *To Set This World Right: The Antislavery Movement in Thoreau's Concord*. Ithaca: Cornell University Press, 2006. These chapters will be available in the *Concord Reader*.

In the afternoon, Dr. Petrulionis will team with Leslie Wilson, Director of Archives at the Concord Free Public Library, to examine the “**The Material Resources of the Concord Free Public Library: Social Reform and Transcendentalism.**” These presentations will be made in the Trustees’ Room of the Concord Free Public Library, which has many special collections of papers dealing with the Transcendentalist period.

A guided tour of Hawthorne’s Wayside Home will be given. The Wayside was the only home owned by Nathaniel Hawthorne, author of *The Scarlet Letter*, *The House of the Seven Gables*, and *Twice-Told Tales*. Earlier, the house belonged to the Alcott family, who named it "Hillside." Here, Louisa May Alcott and her sisters lived much of the childhood described in *Little Women*. In the late afternoon and evening, participants will have access to the Concord Library to begin work on their curriculum and/or research projects. Hawthorne’s “sky parlor” is of special interest as it is where the author wrote many of his romances.

WEDNESDAY/FOCUS: TRANSCENDENTAL UTOPIAS

This session will feature Dr. Sterling Delano, Professor Emeritus of American Literature, Villanova University. Dr. Delano will turn his attention to the two Transcendentalist experiments in communal living, Brook Farm and Fruitlands. His seminar, “**Insights into the Brook Farm and Fruitlands Experiments,**” will compare the two communal experiments. Professor Delano’s program will be held in Bronson Alcott’s still standing Concord School of Philosophy, an important venue of Transcendentalist activity. After this program, a tour of the Orchard House Museum will be given. Orchard House was the Alcott family's most permanent home (from 1858 to 1877). Louisa May Alcott wrote her classic work, *Little Women*, here in 1868 at a "shelf" desk built by her father especially for her. She also set *Little Women* in this home, causing a guest to comment, "A visit to Orchard House is like walking through the book.”

The required readings for Dr. Delano’s Wednesday and Thursday’s presentations are the first five chapters of his study *Brook Farm: The Dark Side of Utopia*. Cambridge: Harvard University Press, 2004. These chapters will be available in *The Concord Reader*.

The afternoon activities on Wednesday afternoon will feature a walking tour of the Brook Farm site with Prof. Delano speaking at the original site on the importance of America’s most renowned utopian community. Brook Farm was significant because it attracted widespread interest in the possibilities of communal living and the principles of Charles Fourier. Emerson and Fuller were

frequent visitors and Hawthorne, an original shareholder, spent a short time there prior to his marriage to Sophia Peabody.

In the early evening , Dr. Delano and Richard Smith, Thoreau Impersonator and Concord Museum Thoreau Specialist, will lead participants on a guided tour to Walden Pond and Thoreau's cabin site. The presentation is entitled, "**Pilgrimage to Thoreau's Walden Pond.**" Walden Pond has a significant place in the history of Transcendental thought and the evolution of American naturalism. It is, of course, from the experience at Walden Pond that Thoreau was inspired to write his American classic *Walden*.

Workshop participants will have opportunity to work on their curriculum/research projects at the Concord Library on Wednesday evening with Dr. Robert Gross.

THURSDAY/FOCUS: WOMEN AND REFORM, MARGARET FULLER , MARY MOODY EMERSON, ELIZABETH PALMER PEABODY, & OTHERS

Thursday morning, Dr. Phyllis Cole will speak on "**Transcendental Women and Social Reform.**" Concord's remarkable women had a major impact on the anti-slavery movement, as well as on women's enfranchisement and education. The required readings for this session will be chapters four and nine from Cole's *Mary Moody Emerson and the Origins of Transcendentalism*, Oxford: Oxford University Press, 1998.

Following a luncheon question and answer session, workshop participants will tour the Old Manse. Built in 1770 by William Emerson, most of the members of the Emerson family observed the Battle of Lexington and Concord from the windows of this house and, later in 1842, American writer Nathaniel Hawthorne moved to the Old Manse with his bride, Sophia Peabody. Here, the couple spent the first three years of the marriage. A garden, planted and maintained by Henry David Thoreau, was prepared for the couple. Hawthorne's *Mosses for an Old Manse* (1846) reflects this period.

Thursday evening participants will have opportunity to work on curriculum research projects with Faculty Mentor, Dr. Robert Gross.

FRIDAY/FOCUS: RESEARCH DAY

Friday morning is "open" time for participants, who may want to drive out to the Fruitlands site in the town of Harvard, or ride to Boston to examine collections at the Massachusetts Historical

Society, or may simply want to put finishing touches to their research projects at the Concord Public Library.

On Friday afternoon workshop participants will start making presentations on their projects

SATURDAY/FOCUS: PRESENTER PRESENTATIONS

Saturday morning workshops participants will continue making project presentations and the final workshop session will be held.

PROJECT STAFF AND VISITING SCHOLARS

Co-directors

Sterling Delano is Professor Emeritus of American Literature at Villanova University. His 1983 study of *The Harbinger and New England Transcendentalism: A Portrait of Associationism in America* examines one of the periodicals of Transcendentalism. His 2004 book *Brook Farm: The Dark Side of Utopia* (Harvard) is considered the definitive study of this most celebrated of all American utopias. Prof. Delano continues to be actively engaged in matters Transcendental, as is indicated on his list of publications. He is currently at work on a biography of Concord biographer Franklin Benjamin Sanborn.

Martha Holder teaches English at Wytheville Community College, Wytheville, VA. She was a 2006 participant in the Landmarks in American History Concord Workshop. As a result of her workshop experience, she has continued to research the Concord Female Charitable Society. She presented at the American Historical Association conference in 2008 about her workshop experience. She was a 1999 Teacher of the Year recipient at Wilkes Community College and a Master Teacher recipient in 2003.

Faculty Mentor

Robert Gross received the B.A. in American civilization from the University of Pennsylvania in 1966 and the M.A. (1968) and Ph.D. (1976) in history from Columbia University. He taught at Amherst College (1976-88), the University of Sussex (1981-83) and the College of William and Mary (1988-2003) before coming to U Conn. He is the recipient of various national awards, including fellowships from the Guggenheim, Howard, and Rockefeller Foundations, the National

Endowment for the Humanities, and the American Antiquarian Society. Prof. Gross specializes in the social and cultural history of the U.S., from the colonial era through the nineteenth century. His first book on the American Revolution, *The Minutemen and Their World* (1976), won the Bancroft Prize in American History; it was issued in a 25th anniversary edition in 2001. He has continued studies of the Revolutionary era in such works as *In Debt to Shays: The Bicentennial of an Agrarian Rebellion* (1993). He most recently directed a NEH summer institute at William and Mary to commemorate the life and thought of Thomas Jefferson. He will present at the workshop's opening session as well as Monday's session.

Project Manager

David A. Berry, executive Director, Community College Humanities Association, and Professor of History, Essex County College, Newark, New Jersey, will provide administration and fiscal oversight for this project. He is particularly involved in the planning stages of the workshops, oversees the preparation and subsequently the administration of the project and the budget, serves on the selection committee and participates on-site at the beginning of each workshop. Professor Berry, who received the National Humanities Medal from President Clinton in 1997, has been manager or director of over twenty national and regional projects funded by the NEH, FIPSE, and the Ford Foundation, and is a frequent panelist and speaker on educational forums regionally and nationally. In addition, he will be on the selection committee.

Visiting Faculty - In Order Of Appearance

Sandra Petrulionis is a Graduate Faculty Professor at Pennsylvania State University. With a Ph.D. in English from Georgia State University, she has been a recipient of two National Endowment for the Humanities awards including: a NEH Fellowship in 2004 and a Summer Stipend in 1999. She has recently published *To Set This World Right: The Antislavery Movement in Thoreau's Concord* and is currently waiting publication of her study of Thoreau entitled, *More Day to Dawn: Thoreau's Walden for the Twenty-first Century*.

Phyllis Cole is Professor of English at Penn State/Brandywine. Her Ph.D. in English from Harvard was just the beginning of her research of Transcendentalism, with special emphasis on gender and race. Her most recent publication, *Mary Moody Emerson and*

the Origins of Transcendentalism: A Family History won second place for the James Russell Lowell Prize in 1999. She has published extensively on women and their influence in the Transcendental movement.

INSTITUTIONAL CONTEXT

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

The Community College Humanities Association was founded in 1979 to serve humanities faculty members and administrators in two-year colleges. Support and sponsorship by the CCHA, with its network of contacts in the community college world, is crucial to the success of this workshop. Through its publications, national Liaison Officer network and web site, the CCHA will ensure a large pool of applicants as well as extensive dissemination of participants' projects at its regional and national conferences and at the professional associations with which it is affiliated, including the American Historical Association, the Modern Language Association, and the Organization of American Historians. The workshop administrative team builds on the highly successful 2006 Concord Workshops which attracted 109 applications and garnered an extremely positive set of participant evaluations. CCHA has sponsored 19 NEH Summer Institutes and 3 NEH Landmarks Workshops.

HOUSING AND LOCAL ARRANGEMENTS

The housing for these workshops will be in the historic Concord Colonial Inn. A negotiated contract ensures 2008 rates of \$130 + tax per room/double occupancy for the staff and participants of the workshops. Although the cost of the staying in the Colonial Inn will require a large portion of each participant's stipend, the Colonial Inn is by far the most cost-effective alternative in the area. As in 2006 and 2008, the participants are assured comfortable housing in this historic Inn. Built in 1775 and expanded many times, the Inn was once the home of Henry David Thoreau and his aunts. The facility has excellent room and meeting accommodations and most significantly is situated on Monument Square in the heart of Concord. No major local historic, literary, or cultural site is more than a leisurely 30 minute walk from the Inn. This facility is entirely up-to-date with WiFi wireless computer capability and a complete compliment of services for the patrons including two full service restaurants. During the 2006 and 2008 Concord Workshops, participants would often meet in the Thoreau Reading Room for informal discussions with the scholars and each other.

OUTREACH AND PROMOTION

Along with normal NEH promotion of this event, the CCHA will publicize this Concord workshop through its web site and an extensive mail and email campaign. Workshop information will be available through the web sites and newsletter of CCHA affiliated organizations such as the American Association of Community Colleges (AACC), the American Historical Association (AHA), the Organization of American Historians (OAH), and the Modern Language Association (MLA). It will also be posted on H-Teach and other listserv sites.

SELECTION OF PARTICIPANTS

All participants will be chosen through a rigorous selection process carefully following the National Endowment for the Humanities guidelines. This application process will include the following items: a detailed resume, one letter of recommendation from a colleague or an administrator, and the submission of an essay addressing interest in American Transcendentalism and utopianism and its place and importance in American culture. This application essay will also address the curriculum and course activities that are likely to be developed in the workshop and on the home campus following the Concord workshop. The selection committee will be chaired by Dr. Delano and will include Prof. Martha Holder, David A .Berry and one workshop scholar.

DISSEMINATION

Each participant in the workshop will receive both primary and secondary source materials prior to the workshop in printed form. All participants are expected to make their course modules available on the web site as soon as possible after the Workshop's conclusion. All participants in the seminar will be asked to conduct one faculty development workshop on their home campus in the semester following the conclusion of the workshops or at a regional Community College Humanities Association Regional Conference or both. In addition, the Community College Humanities Association will publish reports on the workshop in its newsletter, the *Community College Humanist*. Also, participants will be encouraged to submit articles for review for possible

publication in the *Community College Humanities Review*. Ten participants will be selected to present papers at the CCHA Divisional Conferences held in the Fall of 2009.

EVALUATION

All the sessions will be evaluated each day of the workshops and, when possible, adjustments to the workshop will be made based on the feedback. In addition to the on-line NEH evaluations, the entire Workshop will be evaluated with a questionnaire administered at the end of the workshop. Questions will include: 1. intellectual and scholarly content of the individual presentations; 2. organization of the workshop in terms of time allocation, individual readings, research opportunities, and field trips; 3. evaluation of the facilities; 4. quality of the workshop's preparation materials; 5. effectiveness of the workshops' administration; 6. overall planning and implementation of the workshop.