

**NATIONAL ENDOWMENT  
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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Landmarks of American History and Culture Workshops for  
Community College Faculty  
Institution: Mars Hill College



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

DIVISION OF EDUCATION  
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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:** Working the Woods: Economies and Cultures of the Blue Ridge Mountains, 1650-1950

**Institution:** Mars Hill College

**Project Director:** Kathryn Newfont

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

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<i>Note: One copy of the (very large loose leaf) notebook from the 2005 "Working the Woods" is available in the grant file at NEH.</i>	

**WORKING THE WOODS:  
ECONOMIES AND CULTURES OF THE BLUE RIDGE MOUNTAINS, 1650-1950  
Narrative Description**

**I. Intellectual Rationale**

Mars Hill College (MHC) proposes a series of two week-long residential workshops exploring American history landmarks in the Blue Ridge National Heritage Area. Hosted by MHC's Ramsey Center for Regional Studies in cooperation with institutional partners at four landmark sites in western North Carolina (WNC), these workshops will immerse community college faculty in a place-based exploration of working relationships with the forest from the 17<sup>th</sup> through the early 20<sup>th</sup> century. After having received an extremely enthusiastic applicant response and overwhelming satisfaction reported by participants for our Summer 2005 *Landmarks of American History and Culture: Workshop for Community College Faculty*, the college has decided to apply once again, integrating the invaluable feedback we received from the first two workshops.

Under the guidance of content-specific scholars, each workshop segment will feature field visits to historic sites, and exploration of artifacts and archival collections of photographs and documents in order to illuminate the last three centuries of forest-use history. These resources demonstrate changing and conflicting attitudes toward forests in the development of American culture. Participants will be encouraged to consider ways to apply these same methods of teaching history and culture wherever the place of study.

One Summer 2005 participant, Snyder, wrote: “[I] wanted to express to you again my deepest appreciation for the wonderful immersion experience in southern Appalachian culture and history...Not only was the content extremely valuable to my teaching and my personal love of learning, but it provided a vivid model of what rich, exciting learning should be for our students.” The Blue Ridge National Heritage Area is a national designation for a place where different Americans—among them the Cherokee, settlers, loggers, and scientific foresters--have struggled with issues of American identity and economic development in relation to a common set of natural resources—the southern mountain forests—over time. While the peoples, the economies, and even the forests themselves have changed dramatically over past centuries, both the presence of the forests and the presence of conflicts over how best to use forest resources have remained constant. Parallel cases in American history are legion, not only in forest-rich areas such as New England and the Pacific

Northwest, but also in the nation's grasslands, deserts, and tundras, and along its rivers, lakes, and coasts. Diverse peoples across America, informed both by their economic needs and wants and by their particular cultural values, have harvested the natural resources in their backyards—or have followed the lure of other natural resources to new backyards. In the process they have run into conflict with one another.

Designated by Congress in 2003, the Blue Ridge National Heritage Area is a 25-county region in western North Carolina named by its most defining feature, the heavily forested Blue Ridge Mountains—a southern range in the Appalachians, the oldest mountains on earth. This region offers an ideal laboratory for the study of changing economies and cultures in relation to a particular natural resource base. It is home to the Eastern Band of the Cherokee, one of the few eastern tribes to successfully remain on ancestral homelands. It is the site of the Cradle of Forestry in America, the birthplace of professional forestry in the U.S. It is host to one of the oldest paper mills and one of the nation's longest-operating lumber companies in America. Though ancient Cherokee villages and modern-day pulp mills would appear to have little in common, they do share one feature: a reliance on forests. The enormous resources of the southern mountain forests serve to link the diverse peoples who have inhabited the region. The evolving relationship of those societies with their forests against the changing backdrop of national attitudes toward nature and technological innovations over the past three centuries is the subject of our workshop.

The four landmarks and other local sites illuminate three periods in American history: **colonial, antebellum, and industrialization**. The colonial period is marked by cultural exchange among native North Americans and immigrants to the continent. The Kituah town site and the Museum of the Cherokee Indian address this era. Hunting and gathering were critical uses of the forest in this period, and the international fur trade shaped the Cherokee economy and culture. The antebellum era is marked by the development of national markets and a growing sectionalist divide. The Museum of the Cherokee Indian, the Vance Birthplace, and Pack Square in downtown Asheville shed light on this era. Hunting and gathering continued in the forests, but the fur trade faded in importance. Increased use of wood products, for building and fencing, marked this period. Livestock, fed on open-range forest pasture, became the southern mountains' most important export. Hundreds of thousands of forest-fed hogs made their way to southern markets, eventually to become food for

the lowland South's slave labor force and deepening economic ties between highland and lowland South as a result. Though white and Cherokee mountain residents had much in common during this period, white efforts to displace the Cherokee led to the Trail of Tears in 1838. Lastly, there is the late 19<sup>th</sup> and early 20<sup>th</sup> centuries era of industrial expansion, which is addressed by the Blue Ridge Paper Mill and the Cradle of Forestry in America. The livestock market had collapsed by this time, though in some areas the open livestock range persisted in the forests well into the 20<sup>th</sup> century. The growth of machine technologies marked this period, and railroad logging changed the nature of timber extraction in the region. Forest-products factories, including paper mills and leather tanneries, dotted the southern mountain landscape. Many mountain families became part of the industrial labor force, and new work cultures emerged in logging camps and factories.

### Landmarks

This workshop highlights a rich landmark cluster that, taken together, provides a lens on the changing forest economies and cultures in the Blue Ridge, and on the conflicts these changes produced. Our first landmark is **Kituah**, a Cherokee archaeological site on the National Register of Historic Places. Located near the town of Cherokee in the Qualla Boundary Cherokee Indian Reservation, Kituah is critically important to the history and culture of Cherokee people, who consider it a sacred site, their people's mother-town. Innovative archaeological study of the site, which as a sacred burial site may not be disturbed by traditional archaeological methods, has yielded a wealth of information. The Kituah landmark case-study is co-sponsored by the Museum of the Cherokee Indian. The workshop will draw on the rich resources of the Museum and on the knowledge of Cherokee culture bearers to deepen the participants' understanding of the Kituah site, demonstrating the history of Cherokee use of forest resources for clothing, food, tools, shelter, art, medicine, and trade goods. They explore relationships between patterns of forest harvest and Cherokee religion, literature, technology, and art, emphasizing the long-term importance of the forest as hunting and gathering ground for Cherokee people, and as a powerful spiritual force. Sessions also explore the forest as source of fur trade goods, and examine the impact of that growing trade in the 18<sup>th</sup> century on traditional Cherokee culture.

The workshop's second landmark is the **Vance Birthplace Pioneer Homestead**, a N.C. State Historic Site from the antebellum era. The site, near the town of Weaverville, is the birthplace of U.S. Senator and

North Carolina Civil War Governor Zebulon Vance. The Vance family came to Reems Creek around 1790, and the house dates to roughly that period. The site includes a house, outbuildings, slave quarters, and museum exhibits of Zeb Vance's life. It illustrates how antebellum mountain settlers sited their homesteads in relation to bottomlands, forested uplands, and water sources and how they relied heavily on forest resources for building and fencing materials, tools, food, and trade goods. Sessions linked to the site emphasize the importance of the forest as a grazing ground for livestock, which was the primary source of meat for residents and a major export from the region. Families like the Vance's would have sold surplus livestock to passing drovers, who would gather herds near downtown Asheville's Pack Square--a major gathering place for huge herds of livestock headed south to Charleston and other markets in the early decades of the 19<sup>th</sup> century.

The workshop's third landmark is the **Blue Ridge Paper Company Canton Mill and Museum**. In continuous operation on the same WNC site for a century, the Canton paper mill is one of the oldest in the United States and an important landmark of industrial forest use in the 20<sup>th</sup> century. The site is both an operating contemporary paper mill and a museum of its own history. The leather tannery that was part of the mill complex until the late 1940s is highlighted in the museum. It was one of several large WNC tanneries, which in the early decades of the 20<sup>th</sup> century literally led the world in leather production, with train cars of carcasses arriving from South America for tanning. Together with oral history and archival resources from the Ramsey Center archives, this site illustrates the international significance of WNC's early 20<sup>th</sup> century tanning industry, which was fueled by the abundance of chestnut and hemlock tanbark in the region's forests.

The last landmark, located in nearby Brevard, is the **Cradle of Forestry in America**, a congressionally designated Historic Site within the United States Forest Service's Pisgah National Forest. Beginning in 1889 George Vanderbilt, heir to leading industrialist Cornelius Vanderbilt of shipping and railroad fame, acquired vast tracts of WNC forest for his elegant Biltmore Estate. Vanderbilt hired Frederick Law Olmsted to manage the estate's gardens and grounds. Olmsted recommended that Vanderbilt also hire a forest manager to manage the logged-over woods for improved health and sustained timber yield. Gifford Pinchot, who would later found the United States Forest Service, became Vanderbilt's first forest manager. Later Vanderbilt hired German forester Carl Schenk to manage his forest holdings using scientific forestry

techniques pioneered in Germany. With Vanderbilt's blessing, Schenk founded the Biltmore School of Forestry, which trained a generation of American foresters in German methods of scientific forestry. The Cradle of Forestry includes interactive museum exhibits and walking trails leading to a cluster of early 20<sup>th</sup> century buildings, a sawmill, and a 1915 Climax logging locomotive. This site emphasizes the value of WNC's timber resources, the challenges of managing these resources after they were heavily logged in the industrial era, and the culture of professional "scientific forestry" that emerged in response to these challenges.

MHC's Ramsey Center is ideally suited for study of these landmarks not only by proximity but also because its rich archival and material holdings will enable participants to understand of their significance and place them in historical context. A summer 2005 participant wrote: *"I feel that 'Working the Woods' was an outstanding experience. The program was well organized, varied, and of high educational quality. I believe it will affect my teaching both on the curricular—using the materials and academic thrust of the workshop—and pedagogical levels. It has changed the way I approach the subject of history—what is history, how it should be conveyed, and what constitutes historical record and artifact."* (Evaluation # 363) The Ramsey Center's Gennett Collection of photographs detailing timber harvests in WNC and north Georgia; the McClure Collection of photographs, recordings, and documents dealing with rural economic development in WNC; the woods-work display in the Rural Life Museum; the Ruskin Collection of Cherokee artifacts; the Big Ivy Historical Society Collection; all help to illuminate how generations of mountain people have worked the woods. Project participants will receive copies of materials from the Ramsey Center collection, including a CD-Rom (Appendix A) of historical photographs and documents that can be used for further study or teaching.

#### Impact of Workshop on Community College Faculty

For educators at all levels, teaching the U.S. survey has become increasingly challenging. The range of time to be covered has expanded at both ends. Recent scholarship on Pre-Columbian and early colonial America has demonstrated that these periods were important to the formation of American politics and culture. At the same time, recent decades have stretched the span of coverage into the present: where once a second-half survey was adequate if it reached WWII, it is now unthinkable to teach a course that does not address Vietnam and five decades of post-WWII Cold War. As this chronological stretch has challenged educators to



cover a broader timeline, the last few decades of scholarship have added a range of new sub-fields to the study of U.S. history, dramatically expanding the amount of material available for any given period.

Community college history faculty are challenged by several other factors, principally the astonishingly diverse student body they serve. Compared with four-year colleges and universities, their students typically are continuing education students who are more racially diverse, and, tend to be first-generation. These students are frequently uninterested in and ill-prepared for humanities courses.

This workshop offers community college faculty experience in a very fruitful approach to this challenge to make the humanities relevant—**place-based history**. While the workshop treats much of the chronological span of U.S. history, its tight focus on a particular American place, enables it to maintain unity. Community college students may yawn at the phrase “antebellum economics,” but they may perk up their ears when they learn that the nearby upscale tourist mecca began as a humble pig and cow town, annually host to hundreds of thousands of animals headed south to feed the Cotton Belt’s slave labor force. As validation of this rationale, a participant in the initial workshops reported, *“In terms of professional development, it was a great combination of history content combined with classroom application. I will be able to weave much of the content into my lectures. It has encouraged me to work harder on connecting my teaching of history with the local history of my college’s region. It has encouraged me get out into the field with my students for more direct contact and hands-on experience with local history.”* (Evaluation # 402) Place-based history also has the potential to bring together very diverse student bodies, who may have little in common besides the literal ground on which they stand. By offering community college faculty not only exposure to rich landmarks, material culture resources, and primary document collections, but also an experience with a place-based approach to U.S. history, this workshop offers them a promising tool for addressing the challenges they face.

## **II. Content and Design of the Workshops**

Each participant will receive a CD-Rom of photographic materials and a large notebook (table of contents is attached as Appendix B) of important textual materials for the study of each period covered. Based on feedback from the inaugural year, we have made some minor adjustments in the workshop content and design for 2006, however, the general approach and organization were highly praised and will remain the

same. The workshop is divided into units that focus on the **colonial, antebellum, and industrialization** eras. During the 17<sup>th</sup> and early 18<sup>th</sup> centuries, traditional Cherokee economic and cultural patterns were challenged by increased contact with European colonists. European weapon technologies and the brisk trans-Atlantic fur trade changed traditional Cherokee hunting practices and traditional religious taboos on harvesting. During the 18<sup>th</sup> century, a combination of warfare, treaties, and encroachment by white settlers made it increasingly difficult for the Cherokee to maintain control over their historic lands. White settlers ultimately gained control after the French and Indian Wars, in the wake of the American Revolution.

One such settler family was that of David Vance, father of North Carolina Governor Zebulon Vance. The elder Vance brought his family to the Reems Creek Valley of Buncombe County around 1790. The Vances established a homestead typical of the day. Like their Cherokee predecessors and neighbors, white settlers such as the Vances clustered in the valleys near rivers and creeks. They cleared the rich bottomlands for corn and other crops and left the steep mountainsides in forest. Also like the Cherokee, these residents relied on a range of forest products. During the antebellum period a critical, new system of forest use emerged, common to both Cherokee and white mountain residents--open-range livestock grazing in the forests. Mountain residents raised livestock, especially hogs, for meat and as a cash crop. Surplus animals were gathered in central locations such as Asheville, and then driven to southern markets such as Charleston, where they became food for the Cotton Belt's slave labor force.

The crisis of the Civil War brought an end to the great livestock drives of the antebellum era and created chaos throughout much of WNC. It also set the stage for a new era in forest use, one spurred by the technology of the railroad and national forest developments. By the late 19<sup>th</sup> century, eastern and Great Lakes forests had been heavily logged, and lumbermen began to look elsewhere for timber supplies. At the same time, railroad technology made previously inaccessible Appalachian stands available for logging. Together these forces brought industrial-scale timbering to the southern mountains, and with it a new set of economic and cultural developments.

In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, timber companies like Gennett Lumber and forest-product factories such as the Canton Paper Mill sprang up across the southern mountains. These large-scale enterprises

largely replaced earlier wood-products businesses, which had been smaller, lower-tech, and more decentralized. Lured to the industrial labor force by the steady paychecks, some of the region's farming families gave up farming, while others combined part-time logging or millwork with farming.

Early in the 20<sup>th</sup> century, large leather tanneries also began to appear in WNC, often at wood-products sites such as the Canton Mill. Spurred by the ready availability of chestnut and hemlock bark high in tannic acid, and fed by trainloads of animal hides coming from as far away as South America, the Blue Ridge soon became a leather-producing powerhouse. Around the time of WWI western North Carolina was at the center of the international leather trade. As industrial-scale timber harvesting progressed, however, a number of problems developed. Forest fires, often sparked by logging trains, ravaged cutover areas littered with cuttings. Floods devastated several bottomland communities across the Appalachians, and some observers noted a link between timber harvesting and increased flooding. By 1904 concerns about these troubles had reached such a peak that the White House commissioned a special report on the state of the region's woodlands.

With the intent to use scientific expertise to manage forest resources, one response to these problems was the emergence of professional forestry, arriving in the U.S. from Germany via Carl Schenk and the Biltmore Forest School established in George Vanderbilt's Pisgah Forest. Much of Vanderbilt's private forest became the nucleus of the first national forest in the eastern United States, also named Pisgah.

#### Pre-Workshop Preparation and Overview

Well before arrival, participants will be directed to access Mars Hill College's WEB CT site for a reading list and set of materials that will prepare them for the week of study and scholarly exchange. (See list in Appendix C.) A few key theoretical pieces frame the entire workshop and offer opportunities for debate. Among these are William Cronon's controversial "The Trouble with Wilderness" and Richard White's provocative "Are You an Environmentalist or Do You Work for a Living?" Participants will read these important articles in their entirety. While immersed in the physical and historical context for their study, faculty will engage with local historians, visiting scholars, tradition bearers, and museum curators to emerge a learning community. To the extent possible, we will attempt to transport them back in time to the 17<sup>th</sup> century

and bring them back again to the present day. During two evening social times, they will experience local culture through song and dance. (A detailed schedule is attached as Appendix D.)

#### Sunday: Welcome and Introductions

We will offer two pre-workshop options: a forest hike with MHC biologist, Dr. Scott Pearson, or a visit to the Biltmore Estate. After registration, Sunday afternoon and evening will be devoted to introductions, an overview of the week, and a slide show on Cherokee Society in the 18<sup>th</sup> Century. To help participants loosen up after their travel, they will have the opportunity to try clogging with the Bailey Mountain Cloggers.

#### Monday: Trip to Kituah and Oconoluftee Village--Past and Present

Cherokee scholars Barbara Duncan and Tom Hatley will lead discussions at this archaeological site on the National Register of Historic Places. The workshop employs both primary and secondary sources as texts for each unit. In the colonial period, James Mooney's *Myths and Sacred Formulas of the Cherokee* is a critical, though problematic, primary source. Tom Hatley's *Dividing Path* and Theda Perdue's *Cherokee Women* illuminate important developments in Cherokee society and culture in the 18<sup>th</sup> century. Barbara Duncan's *Living Stories of the Cherokee* illustrates the ongoing importance of storytelling in Cherokee society. Participants will read excerpts from each of these important works.

#### Tuesday: Antebellum Forest Economies Illuminated through the Vance Birthplace Pioneer Homestead

For the antebellum period, Frederick Law Olmsted's memoir of travel through the southern states offers useful observations of mountain forest economies and cultures. John Inscoe's *Mountain Masters* traces the history of slavery and the livestock trade, and demonstrates the strength of economic and social ties between the mountain and lowland South. Participants will read salient excerpts.

After the Cherokee were driven from much of the region but before large-scale timber harvesting in the area gave rise to conservationist efforts during the middle decades of the 19<sup>th</sup> century, most local families worked the woods by running hogs and cattle on the forest livestock commons and by maintaining woodlots as sources of fuel and building materials. All these uses can be explored at the Vance Birthplace. Eminent southern history scholar Dr. John Inscoe will lecture on slavery and forest harvest during the antebellum era, emphasizing how trade relations, including the great livestock drives from Asheville to Charleston, knit

together the southern mountains with the cotton South. Together with the resources of MHC's Rural Life Museum, this site illustrates well how pioneer families sited their homesteads in relation to bottomlands, forested uplands, and water sources to use forest resources for shelter, tools, food, and trade goods.

#### Wednesday: A Day with the Sources

Participants will spend the day working in small groups with the Ramsey Center's rich archival and artifact resources. With Newfont they will have hands-on experience with the Ruskin Collection of Cherokee artifacts. With Robinson they will explore antebellum artifacts and documents in the Rural Life Museum. With Nelson they will see, discuss, and where possible, handle industrial era photographs and documents from the Gennett, Big Ivy, and other related collections. In continuous operation for over a century, the Gennett Lumber Company has always been one of the largest WNC lumber processors. The company's owner, Andrew Gennett, wrote a book about the company (*Sounds Wormy: Memoir of Andrew Gennett, Lumberman*), established a company museum, and gave the bulk of his collection to the MHC archives. The Big Ivy Collection details the history of inhabitants of the Big Ivy River watershed and consists of photographs, community histories, extensive genealogies, and site analysis and stand history of the Big Ivy Watershed. Throughout the day, participants will have roundtable discussions with the Big Ivy Historical Society and local logging families. For the industrial era, Andrew Gennett's memoir *Sound Wormy* provides a glimpse of the forests through a timberman's eyes, while Gifford Pinchot's memoir *Breaking New Ground*, offers a forester's tour of turn-of-the-century Pisgah Forest. Ron Lewis' *Transforming the Appalachian Countryside* and Ron Eller's classic *Miners, Millhands, and Mountaineers* chronicle the history of industrial timber harvesting in the southern mountains. Participants will read selected sections.

Participants will also venture into the woods accompanied by faculty experts in the region's biology. They will see for themselves how plants such as bloodroot (used as dye and a medicine by Cherokees) and white oak (used for baskets and shingles) look in their natural habitat and their harvesting techniques.

#### Thursday: The Cradle of Forestry in America

Thursday opens the industrial section with a lecture on woods products and American industrialization by Dr. Richard Judd followed by a visit to the fourth major landmark, the Cradle of Forestry in America. This

landmark, maintained by the United States Forest Service, chronicles the early history of professional forestry in America, where foresters attempted to use scientific knowledge to manage the woods in order to provide sustainable harvests. With the expert guidance of Site Manager, Mike Milosch, participants will see an industrial-era band mill, Climax locomotive, and examples of harvest sites and timber species. Readings supporting this site visit include excerpts from Gifford Pinchot's memoir of his time at Biltmore.

#### Friday: Paper Industry and Workshop Wrap-Up

In continuous operation on the same western N.C. site for over a century, the Blue Ridge Paper Company paper mill in Canton is an important landmark of industrial forest use in the 20<sup>th</sup> century. Newfont and Judd will lead discussions on the national significance of the tanning industry and the impact of its loss in the 1940s due to the devastating Asian chestnut blight starting about 1904. After a morning site visit, participants will spend the afternoon in discussions of readings and classroom applications.

Friday evening will be the culmination and celebration of the week of study, providing the opportunity for participants to present their ideas for classroom applications and discussing plans for continuing scholarly exchanges using our WEB CT discussion board in the months following the workshop.

### **III. Project Faculty and Staff** (Vitae and support/commitment letters attached in Appendices E and F)

**Project Director and Principal Faculty: Kathryn Newfont, Ph.D., Assistant Professor of History and Faculty Director for the Ramsey Center at MHC.** Newfont is a scholar of U.S. History whose doctoral dissertation was entitled, "Moving Mountains: Forest Politics and Commons Culture in Western North Carolina, 1964-1994." Newfont is a frequent instructor for summer institutes hosted by the North Carolina Humanities Council. In addition to serving as the principal faculty for this workshop, she will supervise the Program Assistant and design and oversee each workshop as well as the interim and final evaluation, the development of the website, the scholarly exchange that follows, and the final report to NEH.

#### Mars Hill College Faculty and Staff:

**Cassie Robinson, Associate Project Director and Coordinator of the Ramsey Center,** will serve as both faculty and staff member before and throughout the workshop, leading the ballad session and Rural Life Museum small group session on artifacts, designing the web page, and assisting participants in using

photographs and documents from the Ramsey Center archives, in digitizing images, and in the use of WEB CT for online discussions. **Ken Nelson, History Professor at McDowell Technical Community College and Adjunct History Professor at Mars Hill College**, will serve as a community college consultant throughout the workshop, wielding his 25 years of community college teaching experience, helping to select participants, and facilitating discussions during the workshop with emphasis on transfer to the classroom. **Biology Professor Scott Pearson** will lead a walk through the forest to expose participants to the regional environment that ties the workshop together. **Appalachian Literature Scholar Carol Boggess** will lead a discussion on forest culture and conflicts in Appalachian literature.

#### Support Staff

**Loretta Shelton, Director of Conferences and Events**, will assist with all the logistical aspects of this project from housing to meals and registration. **Program Assistant to be hired:** This part-time, temporary person will assist the project director in promoting the workshops to community colleges nationwide; corresponding with applicants/participants; providing clerical support to the program advisory committee before, during, and after the workshops; purchasing supplies and making check requests; and aggregating evaluation responses. Based on our experience with the first round of workshops, two **conference assistants** (possibly undergraduate or graduate Appalachian Studies interns) with excellent computer and customer service skills will be hired the week before the workshop to do last minute preparations and the weeks of the workshops to assist participants with their technical and logistical needs.

#### Visiting Lecturers:

Nationally recognized for her work on Cherokee culture, **Dr. Barbara Duncan is Education Director, for the Museum of the Cherokee Indian**. Her book *Living Stories of the Cherokee* won both the Thomas Wolfe Literary and the Storytelling World awards. **Dr. Tom Hatley, Sequoyah Distinguished Professor, Western Carolina University**, brings a wealth of knowledge of Native American history and the WNC history and environment. He is the author of *The Dividing Paths: Cherokees and South Carolinians through the Era of Revolution* (Oxford University Press, 1993, reprinted 2000) and co-editor of *Powhatan's Mantle: Indians in the Colonial South* (University of Nebraska Press, 1989). **Dr. John Inscoc, University of**

**Georgia**, is the author of *Mountain Masters: Slavery and the Sectional Crisis in Western North Carolina* and co-author of *The Heart of Confederate Appalachia: The Civil War in Western North Carolina*, and has edited several volumes on Georgia race relations, Appalachians and race in the 19<sup>th</sup> century, and southern Unionists during the Civil War. **Dr. Richard Judd, University of Maine**, is an eminent historian of forest use in the United States. A former editor of the *Journal of Forest History*, Judd is author most recently of *Common Lands, Common People: The Origins of Conservation in Northern New England*. His current project is a book length study of environmental politics in Maine and Oregon in the post-WWII period. He is widely recognized as a pioneering thinker on questions of forest work and culture. **Mike Milosch**, Site Director for the **Cradle of Forestry**, will share his enormous knowledge of WNC forest management. **Appalachian ballad authority, Bobby McMillon**, will share old mountain ballads, relating them to the workshop content.

#### **IV. Selection of Participants**

Prospective participants will be asked to formally apply to the program by completing a questionnaire and attaching (1) a résumé; (2) a letter of support from the applicant's department chair or other administrator in charge of their department, articulating the applicant's history of teaching innovation and sharing with peers; and (3) a brief essay outlining the basis of the applicant's interest in the topic and how the workshop might benefit their students and their own professional development.

A program advisory committee comprised of the Project Director, the Associate Project Director, and the Community College consultant, will select 25 participants per workshop and several alternates based on three criteria. The candidate must: either have taught in the humanities the previous year or plan to teach a humanities course the following year; demonstrate a commitment to excellence in teaching and dissemination activities in the months following the workshop; and clearly indicate how they might incorporate what they learn into the classroom. Commitment to staying on campus in order to form a strong learning community will be viewed positively. To enrich the workshop discussions, the committee will also seek to create cohorts that represent a broad cross-section of the country as well as ethnic and gender diversity.

#### **V. Institutional Context**

Mars Hill College is located 18 miles north of Asheville, North Carolina. Two airports—Asheville @



32 miles away and the Tri-Cities Regional Airport in Bristol, Tennessee @ 62 miles away--serve the College. Summer 2005 participants reported a high level of satisfaction with the College as the host site. Their evaluations are attached as Appendix G. For example, one participant shared: "*I thought that Mars Hill did all that it could to make guests comfortable. The food was more than adequate. The rooms were acceptable and, thankfully, air-conditioned. The bus was great. It was all one could expect and more.*" (Evaluation # 499) NEH Senior Program Officer Judith Jeffrey Howard visited the first workshop and wrote a complimentary letter attached in Appendix H. Most suggestions for improvement revolved around better coordination with the cafeteria on mealtimes and if a forest hike is included again, to choose a less physically demanding hike and to better inform participants about how to prepare for it—all of which we intend to do in summer 2006.

Scheduled for May 28-June 2 and June 18-23, the workshop logistics will be organized by the Program Assistant with the help of the MHC Conferences Director. The College has established a special lodging rate for the entire six nights and reserved a block of air-conditioned suites in a recently renovated residence hall. Participants will be encouraged to eat at the modestly priced campus cafeteria. Meetings will be held in the Ramsey Center with the exception of field visits to landmarks in a rented motor coach equipped with monitors and PA system. The College will make computer labs and study carrels available to workshop participants throughout the week for their individual work. Extensive primary sources including both documents and photographs will be made available in the Ramsey Center Archives. Access to archival resources (list in Appendix I) will also be provided.

## **VI. Outreach and Promotion**

Under Newfont's direction, the Program Assistant will take most of the responsibility for promotion to humanities faculty throughout the 1173 public, private, and tribal community colleges in the United States. She will submit press releases and ads to, and post to the calendar listings of *The Community College Humanist* (a tri-annual publication of the Community College Humanities Association) and the American Association of Community Colleges website. Additionally, she will send a mailing (and e-mails to those for whom we have addresses) to the appropriate departments of all 1000+ community colleges. Using H-Net heavily, we will again target individuals through emails, a method which proved to be our most effective for the

2005 workshops. Participants in the summer 2005 workshops also will be asked to spread the word.

MHC is well equipped to lead this workshop because of its longstanding relationship to community colleges in surrounding counties. In 1996 the College entered into an Articulation Agreement with the NC Community College system to accept the courses outlined under the comprehensive articulation agreement for transfer credit. Students who complete the core general education requirements at the community college will have satisfied the MHC general education requirements. MHC's ACCESS program (an evening program for working adults) works closely with the five community colleges in surrounding counties to recruit students to Mars Hill College and to ensure a smooth transition for those students. About 50% of ACCESS' 420 enrolled students are community college transfers. One of the workshop project faculty, Ken Nelson, a full-time U.S. History professor at one of these partner colleges, also teaches on an adjunct basis in the ACCESS program.

## **VII. Dissemination and Evaluation**

As in 2005, the Ramsey Center will produce a workshop website ([www.mhc.edu/landmarks](http://www.mhc.edu/landmarks)) for participants' ongoing use. The website will include links to digitized images from the collections which the participants may use in teaching their courses. During the workshop, participants will learn how to use WEB-CT to hold on-line discussions about the subject matter and teaching applications more generally. They will be urged to check and contribute to the discussion board regularly. The Project Director will send out monthly e-mails following the workshop until October to remind them about the discussion board and to invite their insights as to how they are incorporating their workshop experience into their classrooms. We were fortunate that North Carolina Public Television spent two days filming the 2005 workshop, resulting in a five-minute segment which aired on *North Carolina Now* on June 30, 2005, reaching viewers all across North Carolina.

In order to make timely adjustments, the program advisory committee will assess the program every other day using an evaluation form that addresses specific segments and issues. While brief, these evaluations will let the workshop leaders know how the content is being received and whether it is meeting its objectives, the pace is appropriate, and the facilities are accommodating. Each evaluation will solicit input on how they might apply workshop content to their classes and ways to improve the experience. At the end of the week, participants will be asked to evaluate the week as a whole for how it has improved their teaching ability.