

UMBC Department of American Studies
APR Self-Study
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1| EXECUTIVE SUMMARY

The [Department of American Studies](#) (AMST) at UMBC expands the university's mission through curriculum, faculty research, and community engaged work. AMST courses and faculty research attend to evolving questions in structural inequality, race and ethnic studies, place-based work, urban studies, carceral studies, and food studies through pedagogical and research practices that are responsive to changes in the field.

AMST is the oldest interdisciplinary department on campus, graduating its first majors in 1970. We serve as an incubator for other interdisciplinary departments and programs at UMBC, but over time it has become clear that we do much more than help to initiate these programs, we have also played an integral role in shaping the discourse around humanities within UMBC and in the [College of Arts, Humanities, and Social Sciences](#) (CAHSS) as public-facing and equity-oriented.

Currently, AMST offers a [Bachelor of Arts](#), and minors in [American Studies](#), [Asian American studies](#), and [Public Humanities](#). In graduate education, the department is an integral participant in the Language, Literacy, and Culture doctoral program and the master's degree programs in public history and intercultural communications. Students from our degree programs pursue successful careers in education, law, the nonprofit sector, and museum studies.

We are a small department, composed of five full-time, faculty members as is common within the field of American Studies. Despite our small size, our department is one of the most active contributors to the General Education Program (GEP) at UMBC (See Appendix S). We provide courses in Arts and Humanities (AH), Social Sciences (SS), and Culture (C). Over the past decade we have served 7,742 students, surpassing comparable-sized departments' contributions to the GEP.

The spirit of our department is collaborative. Our faculty actively engage with various academic departments, programs, and centers including History, English, Media and Communication Studies, Global Studies, Gender, Women's, and Sexuality Studies, Asian Studies, the Language, Literacy, and Culture PhD program, the Drescher Center for the Humanities, the Women's Center, Visual Arts, and the Humanities Scholars program.

Our involvement extends to leadership roles within the university, particularly in diversity, equity, inclusion, and accessibility (DEIA), and our faculty have been members of key committees like the Inclusion Council and the Implementation Committee. Our faculty take on leadership roles in affinity groups such as the Asian and Asian American Faculty and Staff Association and the CAHSS Women's Faculty Network. Finally, AMST faculty are leaders on campus in community engaged programming and public humanities initiatives. The faculty have received significant recognition in major media outlets that highlight their impactful research and teaching methods.

This APR comes at a crucial time for our department as we confront the challenges and opportunities associated with our commitment to provide our students access to a critical, community-engaged, rigorous education that prepares them for meaningful work and professional success. Overall, we feel our students are doing outstanding work, both at UMBC and beyond. We consistently aim to enhance the success not only of students within our own major but, through meticulous mentorship, we actively provide support to students across various majors.

Despite very successful student outcomes and retention, currently, our department's primary challenge is our declining enrollment. As we discuss in this narrative, we have seen a drop in enrollment since the last APR we conducted. In 2016 we had thirty-one majors. In fall 2023, we had sixteen majors, nine AMST minors, and seven public humanities minors. As of February 2024, we have sixteen majors, five AMST minors, and eight public humanities minors. We currently have no Asian American Studies minors. However, we do not believe that this is due to student disinterest in the program or any flagging in the quality of its curriculum. Rather, we believe the issue is, as they often are, structural and institutional.

As we discussed at length in our last APR, when the department of Media and Communication Studies was formed in 2009, little thought was given to how it would impact the enrollment of American Studies. The problem was then compounded when shortly thereafter both Asian Studies and Global Studies programs were developed. We lose majors who are interested in immigration, Asian American Studies, and transnational cultural studies to both these programs as well as Individualized Studies. These programs and departments all compete for majors interested in similar topics.

To continue to do the collaborative, social justice-oriented work that we are committed to, the metrics of success must be recalibrated. In the work of this 2023-2024 APR review process: the department hopes to achieve the following goals:

- To streamline a revised curriculum.
- To increase support and recognition at the university level for the valuable work conducted by our smaller, interdisciplinary units, to support key campus commitments towards social justice, equity, and community engagement.
- To increase enrollment in our major and minor degrees.
- To carefully consider a name-change for our department, possibly from American Studies to American Cultural Studies or American & Ethnic Studies.

At the American Studies Association conference which took place in November 2023, the department chair attended the Breakfast Meeting: Committee on Departments, Programs, and Centers and the accompanying panel that followed, "A Passion for American Studies: Attracting Majors, Encouraging our Students." At the breakfast, chairs and directors of American Studies programs and departments from across the country discussed issues of enrollment, the difficulties of running small programs, current events and their impacts on our departments and universities, and the importance of protecting students and junior faculty. There was discussion of the nationwide trend to move to a "school mode" of a cultural studies major that brings together small interdisciplinary departments and many department chairs shared their experiences with this model.

This discussion illustrated that our small department is not alone in facing issues of enrollment, but rather that we are part of a larger crisis in higher education regarding how the humanities is valued (and devalued) within the university. Of all the things discussed in this four-hour session, the most resonant was the committee's insistence that American Studies programs and departments cannot and should not be valued for their enrollment capacities alone; rather, interdisciplinary fields like American Studies should be valued for the overall student retention that they bring to the university as evidenced in the number of GEPs that we teach and students that we serve and mentor in other majors.

The American Studies department offers participatory, discussion-based courses that provide UMBC students with robust mentorship, a place to process current events, an ability to connect

the past with the present, and strong critical thinking skills. In this way, our major and mentorship significantly contribute to student retention, often aiding students in second degree programs. One of the ways that we plan to recruit new majors is by building on our value as a second degree program. We have data on which students have currently taken at least two American Studies courses, but are not currently enrolled in any of our degree programs and we intend to contact them to recruit them to enroll. However, while we acknowledge enrollment's importance, in this self-study we assert that American Studies cannot be valued solely on numbers. It should be valued for its vital curriculum and research which is rooted in public-facing, anti-racist, and social justice pedagogies across the university and beyond.

2| PROGRAM REVIEW

a| Description of Program

The [Department of American Studies](#) (AMST) at UMBC centers an interdisciplinary, community-engaged, inclusive approach to the study of American culture, past and present. AMST is committed to intellectual approaches which encourage multiple perspectives, explore concepts of culture, consider both the commonality and the diversity of American experience, and seek to apply scholarly insights to contemporary understandings of social and cultural issues.

The department is currently composed of five full-time faculty members, one part-time visiting lecturer, and one long-time adjunct professor, is recognized for its teaching excellence and an instructional approach that emphasizes small classes, close supervision of students, intensive writing, applied experiences, and engagement in undergraduate research. Our department offers students one-on-one opportunities for applied research, access to community-based projects in the Baltimore region, a critical exploration of place, community, and identity through a local and global lens. Our department is a leader in social justice as a part of our teaching, research, and leadership on campus.

Our department is at the cutting edge of community-engaged work, public humanities, and ethnic studies. Through our core curriculum, a range of electives, and a strong commitment to the professional development of our majors, AMST equips students with the capacity to navigate diverse professional opportunities. The combination of applied learning and internship experiences, a strong emphasis in methods and theory, and a capstone research project prepares students for a range of academic and career paths after graduation.

The Department of American Studies is proud to have served as an incubator for interdisciplinary programs and departments like Africana Studies, Media and Communication Studies (MCS), and Gender, Women, and Sexuality Studies (GWST) and as a space for exploring and addressing issues of structural inequality across campus. The department provides mentorship and serves on multiple committees for graduate students in various departments and programs in CAHSS and is a driving force in ethical community-engaged research.

History

American Studies became an independent major during the campus's founding years and was the first interdisciplinary department at UMBC. Its first graduates received their degrees at the institution's initial commencement in the spring of 1970. Joel Jones taught an interdisciplinary seminar on American culture in 1967-68. From the department's beginning, community-based research and engagement became one of the signatures of AMST. This includes emeritus professor Ed Orser's groundbreaking work on blockbusting in Edmondson

Village and numerous community-engaged projects and courses that brought students off campus and into the city.

Simultaneously, emeritus professor Warren Belasco became a foundational voice in developing food studies, which connected students to what they eat and the labor practices of the global food industry. These traditions are carried on today through the establishment of the Orser Center for the Study of Place, Community, and Culture, under the direction of Nicole King and the department's Public Humanities program under the leadership of Sarah Fouts.

A focus on issues of race, ethnicity, class, and gender has also always been integral to the American Studies department at UMBC. The department offered the campus's first course on African American culture and supported the creation of the independent program in African American Studies, now known as Africana Studies. A distinguished line of AMST faculty pioneered courses in gender and women's studies, including Carol Ehrlich, Kathy Peiss, Carole McCann, Patrice McDermott, and Kathy Bryan. The long-time emphasis upon racial and ethnic diversity in the study of American culture has been continued and enhanced in recent years with courses developed by all of our full-time faculty.

From 2008 to 2011 and then again in 2018, the department experienced several tumultuous shifts. During the period of 2009 - 2011, American Studies lost all four of its tenured professors due to retirements, faculty moves into upper administration, and the development of the MCS Program (which began as a certificate in AMST). Three assistant professors were hired in 2008 and a new senior faculty member was hired to chair the department in 2012.

Nicole King took over as chair in 2015. In 2018, we again experienced a loss of senior tenured professors to the National Museum of American History and UMBC's Language, Literacy, and Culture doctoral program. However, we were granted a search for an assistant professor as part of the CAHSS hiring plan focused on Public Humanities.

In fall 2019, we welcomed two new assistant professors in Public Humanities to the department, Michael Casiano and Sarah Fouts. In addition, a third colleague joined the department as a full-time professor of the practice. These new hires added significant strengths to the department's focus on race, place, community, and identity from a local and transnational perspective (the department's vision since our last APR) and to inclusive excellence at UMBC.

However, the COVID-19 pandemic hit in 2020 as we debuted our Public Humanities minor and program, and, in 2021, the professor of the practice accepted a position at the Smithsonian National Museum of the American Indian. In the academic year of 2022-2023 we lost our administrative assistant and a senior lecturer plus two of our long-time adjunct II instructors retired.

With Tamara Bhalla taking over as chair in fall 2022, the hiring of a Program Management Specialist (a goal in our previous APR), and our three committed tenure-stream faculty and an upcoming hire for a lecturer, our small department is stabilized and is focused on growing AMST, developing our Public Humanities minor into a flourishing program, building on our strengths in immigration and ethnic studies, and connecting with other interdisciplinary departments and programs across the campus. We are also currently in the process of a possible transition for our Asian American Studies minor wherein, through a recently

awarded Mellon grant, it may shift into a newly formed Global Asias program (formerly Asian Studies).

Curriculum and Program Offerings

The department offers a 36-credit undergraduate major that provides students with a core curriculum in theories and methods of American Studies (15 credits) and equal exposure to key themes in the discipline:

- 1) U.S. Social Structures: American Regions, Institutions, and Communities,
- 2) Global America: The U.S. in the World, The World in the U.S., and
- 3) American Signs: U. S. Literary, Visual, and Material Culture (18 credits).

In addition, all students must complete three credits in an applied experience (internships, student teaching, study abroad, and applied research courses). A minor is available for students majoring in other fields who wish to complete a concentration in American Studies.

The department has a strong commitment to the university's General Education Program (GEP) and has collaborated with the Education Department to help serve the needs of students completing certificates in elementary and secondary education. American Studies engages in graduate education as a core participating department in the Language, Literacy, and Culture (LLC) Doctoral Program at UMBC. Department faculty are active participants in the governance of the LLC Program, offer courses within its curriculum, direct independent studies, serve as affiliate faculty, speak in LLC courses, and are known as effective dissertation mentors and committee members.

Our core courses are as follows:

American Studies Foundational Core (15 credits). The American Studies Foundational Core provides a foundation in the key research and writing practices of the discipline. Two lower-level courses (AMST 100 and 200) introduce students to fundamental American Studies concepts. Students build knowledge and engage in professional writing and research practices in an upper-level methods course (AMST 300), and one advanced seminar (a 400-level topics course), and a capstone research seminar (AMST 490).

- AMST 100 Introduction to American Studies [AH]
- AMST 200 What is an American? [AH or C]
- AMST 300 Approaches in American Studies [WI]
- AMST 400-level Seminar
- AMST 490 Senior Seminar [WI]

Electives: AMST regularly offers electives covering a broad range of topics, including ethnic studies (e.g. AMST 375: Studies in Asian American Culture or AMST 345: Indigenous Heritage: Issues of Representation and Ownership), Baltimore and place-based studies, (e.g. AMST 422: Preserving Places, Making Spaces in Baltimore) food studies (e.g. AMST 372 American Food), and carceral studies (AMST413: Policing & Prisons in U.S. Society).

Minors: We offer a minor in [American Studies](#), [Asian American Studies](#), and host the CAHSS [minor in Public Humanities](#).

Organization

AMST is comprised of 5 full-time, faculty members, one full-time staff person, one part-time lecturer, and a small pool of approximately 2-3 part-time adjunct faculty members who teach for the department on a contract basis. The chair is the leader of the department. The composition of the full-time faculty is: 2 associate professors (Tamara Bhalla and Nicole King) and 2 assistant professors (Michael Casiano and Sarah Fouts). In 2023, we also have a full-time

visiting lecturer (Conor Donnan). In collaboration with the chair, the Faculty Council—which includes all full-time faculty members— assumes primary responsibility for designing and reviewing curriculum, approving departmental policy, and maintaining a vibrant and inclusive intellectual culture. Depending on faculty eligibility, availability, and interest, subcommittees assume responsibility for promotion and tenure reviews, faculty searches, assessment of student learning outcomes, drafting department policy, and other tasks related to the effective governance of the department. The department also has important administrative roles for faculty members, including Undergraduate Program Director and Assessment Coordinator (Casiano), Public Humanities Director (Fouts), and Advising Coordinator (King).

Specializations

Please consult the CVs included in Appendix D for additional information. Full-time faculty areas of specialization are as follows:

Tamara Bhalla, Ph.D. (Associate Professor and Chair) researches contemporary reading, sociology of literature, and readership, and South Asian American literary and cultural studies, Asian American literary and cultural studies.

Michael Casiano, Ph.D. (Assistant Professor) researches carceral studies, urban history, Black studies, sexuality studies, critical race & ethnic studies, and Baltimore history.

Conor Donnan, Ph.D. (Visiting Lecturer) researches Indigenous studies, imperialism, nonviolent social movements, critical race & ethnic studies, and immigration.

Sarah Fouts, Ph.D. (Assistant Professor) researches the relationship between food and labor with a focus on the U.S. South, urban studies, transnationalism, and political economy.

Nicole King, Ph.D. (Associate Professor) researches the tensions between historic preservation and redevelopment with a current focus on place, power, and economic development in Baltimore.

Part-time faculty who teach AMST core courses typically have advanced or terminal degrees in fields like American Studies, cultural studies, or media studies.

Connections to Other Programs

AMST has had, from the beginning, a strong and active record of connection, both formal and informal, to a range of programs across the university. These include:

- Africana Studies department
- Albin O. Kuhn Library Gallery and Special Collections
- Asian Studies program
- Faculty Development Center
- Center for Democracy and Civic Life
- Center for Innovation, Research, and Creativity in the Arts (CIRCA)
- Community Leadership Graduate Program
- Dean's Office of the College of Arts, Humanities, and Social Sciences
- DoIT (Division of Information Technology)
- Dresher Center for the Humanities
- First-year Seminars program
- Gender, Women's, and Sexuality Studies department
- Global Studies program
- History department

- Historical Studies MA program
- Honors College
- Humanities Scholars program
- Individualized Study program
- Interdisciplinary CoLab
- Intermedia and Digital Arts MFA
- Language, Literacy, and Culture PhD program
- Latin American Studies Minor
- Media and Communication Studies
- McNair Scholars
- Modern Languages, Literatures, and Intercultural Communication department
- Orser Center for the Study of Place
- Public Humanities
- Department of Sociology, Anthropology, and Public Health
- Women's Center
- Visual Arts

Analysis of AMST's connection to the [university mission/vision](#)

The department's mission and vision dovetails with that of the UMBC's in its inclusion of the term "social justice" in its vision statement. Social justice has long been a central part of the vision of AMST and it deserves to be central to the vision of all public universities.

Our curriculum is rigorous and emphasizes the importance of understanding American culture and its social, political, technological, economic, global, and cultural impacts and contexts. Our classrooms are collaborative, community-engaged learning environments that respond to student needs, and we always seek to help learners develop the skills that will enable them to act as critical consumers of culture and ethically engaged individuals.

In addition to a focus on the structural inequalities and social justice in Baltimore, the department grounds the local in the global and has a transnational focus. AMST supports the university's dedication to cultural and ethnic diversity, social responsibility, and inclusivity, focusing on community engagement and social justice. The department teaches a variety of courses that center the interdisciplinary study of American culture with a focus on issues of identity, race, class, place, gender, and sexuality. On our campus, we are a leader in fields of community-engaged research and Public Humanities and thus we are committed to producing knowledge that is public-serving and public-facing.

b| Analysis of Data Provided by IRADS and the Provost's Office

1| Admission Trends

In recent years, our department has seen a decrease in both freshmen and transfer student enrollments. The department is aware that these trends reflect school-wide and national trends for humanities and interdisciplinary programs. (See Appendix A: pp. 38-39)

Our faculty have noticed that students tend to come to American Studies later in their college career. Many students are admitted to STEM or humanities courses, but they tend to switch majors to American Studies after taking our classes. Students tend to enroll in our classes for a GEP requirement late in their degree progression, but they tend to stay within our department. Our SEEQ scores (See Appendix A: p. 78) reflect that students rank our classes among the highest on campus because our faculty consistently offer exciting, thought-provoking courses. In

fact, we consistently outperform other departments and courses by significantly more than .25 positive margin.

We believe that the department and the university could benefit from highlighting the cutting edge nature of American Studies programs to freshmen. To that end, the chair is working with the Office of Academic and Pre-Professional Advising to see how we might promote our major earlier to freshman and be more involved in early recruitment strategies. Our faculty participate in recruitment events sponsored by the university's advising offices. However, these events do not yield much interest in our major as we often reach our students later in their careers and through coursework. We have developed materials that are specifically geared towards STEM (Information Systems and Biology), Social Work, and Education as we serve many of these students in our classroom. In February 2024, the department chair reached out to the chairs and undergraduate program directors of these departments to circulate new promotional materials. The chair is also working to develop digital media materials with Commonvision, UMBC's design and print center, to help with recruitment and outreach. We also have faculty who plan to teach summer courses to high school students on campus to ensure that we reach students before they apply.

2| Enrollment Trends and Degrees Awarded

In the Fall 2023 report, the American Studies department is listed as having 16 majors, 10 minors, and 7 minors in Public Humanities. Currently the department does not have any enrollment in the Asian American studies minor, having just graduated a minor in spring 2023. The department's enrollment has decreased from its recent peak of 26 majors and 16 minors in 2018.

The data shows that our enrollments dropped during the COVID-19 pandemic. In the Fall of 2020, American Studies had 21 majors, but our enrollment dropped to 12 majors in 2021. American Studies' enrollment numbers declining mirrored a wider trend within the humanities at UMBC as larger humanities departments, like History and English, faced similar issues. The 2023 report listed 12 majors in American Studies, but we have increased that number since the report was generated to 16 majors.

The department has untapped potential in targeting potential double majors. Around 85% of those students tend to be enrolled in multiple majors, which demonstrates there is a demand among the student body to utilize our program alongside other disciplines. Our students tend to double major in Education, Psychology, Media Studies, History, or Africana Studies, but the department also attracts an increasing number of STEM students to our courses. Our department is working on new promotional materials (See Appendix F) to elucidate the benefits of STEM majors obtaining a double major in the humanities. We believe that this will be fruitful in boosting enrollment over the next decade. The department also has a list of students that have taken 2 or more AMST courses and we are in the process of reaching out to those students to recruit them to consider a second degree within our program.

3| Ratio of Transfer Students to First-Time Freshman

Over the last decade, American Studies found that our enrolled majors tended to be dominated by transfer students. In 2017, we had 21 majors and 16 of them were transfer students, which meant our majors were 76% transfer students. That number remained fairly consistent and in fall 2019 and fall 2020 72% of our majors were transfer students. This statistic mirrors our

admissions trends of most students coming to American Studies later in their career. (See Appendix A, p. 48)

However, since 2021, our ratio has switched drastically with between 50% and 70% of students being first-time freshmen students. As a department, we credit our increased visibility during recruitment and our cutting edge research with attracting more First-Time Freshmen, but we also want to maintain our welcoming environment for transfer students.

4| Curriculum

The AMST department gears our curriculum toward offering GEPs in Humanities and Social Sciences to the majority of UMBC students. AMST is the most active small interdisciplinary department providing GEP classes for students from STEM backgrounds. Over the past 10 years, 7,742 students have enrolled in AMST courses, which is significantly higher than similarly sized departments such as GWST (6,505 students) and AFST (4,833). In fact, AMST teaches a number of students comparable to larger departments with three to four times our full-time faculty. (See Appendix A: p. 79)

Our core courses place emphasis on interdisciplinary models of education, which promotes transferable skills that are not restricted by the confines of traditional disciplines. We ensure our students leave class with the ability to critically analyze primary and secondary sources, craft arguments, build their reading comprehension, and engage in multi-media and cross-disciplinary research. Our courses tend to be collaborative and student-centered, but they also focus on [public facing projects](#) that help integrate UMBC into the Baltimore community and bring local residents to UMBC.

AMST electives are offered at the 300- and 400- level to reflect the specialized nature of the content that the instructors will cover during the course. AMST upper-level electives are popular among advanced students searching to fill their 45 upper-level credit requirements for graduation. Our upper-level classes enable students to make progress toward degree completion, and they are popular because students want to pursue unique classes that cover historical and modern societal issues while promoting advocacy, activism, and critical thinking.

5| Student Progression

The American Studies curriculum is designed to give students a holistic interdisciplinary education in a streamlined and timely manner. Our core curriculum consists of AMST 100, AMST 200, AMST 300, AMST 400, and AMST 490. Students are encouraged to take 300 and 490 in a sequence to fulfill their writing intensive and capstone requirements.

Students will often take classes out of numeric order because they tend to switch to AMST later in their college career. For instance, a student may enroll in a 300 level AMST course to fulfill an upper level requirement, which will ignite an interest in American Studies. After the student becomes an American Studies major, they will enroll in AMST 100 and AMST 200 to obtain the foundational knowledge that those courses offer.

The major impediment to student progression tends to be the number of faculty. Our faculty members maintain active teaching schedules while producing high quality academic and public scholarship. Yet, we often have to balance that workload in a way that means we cannot offer all of the classes that we would like to add. The recent funding for a visiting lecturer has enabled the department to reintroduce Indigenous Heritage (AMST 345) and Nonviolent Social

Movements (AMST 317) into our regular teaching schedule. Our department would benefit from more full-time faculty at the Lecturer and Assistant Professor position to enable us to offer more of these crucial courses. (See Appendix A: pp. 53-65)

6| Time to Degree

The average years to degree for first-time and transfer students in American Studies is at its highest point in over a decade. The quantitative data does not paint a holistic picture of the reasons for this increase, so we want to explain the increased time to degree trend using qualitative information. First, we suspect that the increased time to degree is attributable to the COVID-19 pandemic. A few of our majors were forced to move to part-time status, which mirrors national trends among university enrolment. Second, American Studies tends to also attract non-traditional students and second career students. In 2023, we had an average time to degree of [12.3 years](#) because a student had been taking one class at UMBC per semester for over a decade. UMBC's data is skewed because it does not take into account that members of the Baltimore community tend to enroll as non-traditional students with American Studies because our professors have built strong community connections within the city and county. American Studies tries to be an inclusive home for traditional and non-traditional students, so occasionally quantitative data like the "time to degree" will paint an incomplete picture. (See Appendix A: pp. 66-67)

7| Faculty Profile

The full-time faculty of American Studies consists of two associate professors (Bhalla and King) and two assistant professors (Casiano and Fouts). Our department also employs a Visiting Lecturer (Donnan) and a part-time lecturer (DeVos). In 2016, our department had five full-time faculty and four part-time instructors, but the number of faculty members shrank over the last six years. One explanation for the shrinkage is that senior faculty members retired. The median age of our faculty has dropped from the mid-50s in 2021 to the mid-40s in 2023. In rebuilding American Studies through our post-covid revamp plan, we need to add new full-time faculty to help alleviate the teaching responsibilities of current faculty. (See Appendix A: p. 68)

Our department provides a nurturing academic environment for our faculty, which prioritizes recruiting, retaining, and empowering top tier academics. Our department recruited Fouts as a visiting lecturer, and we understood the cutting-edge nature of her work, which allowed us to hire her on a tenure line. Fouts is currently working on a manuscript with the University of North Carolina Press, was a 2022-23 Whiting Public Engagement fellow, and she served as the principal investigator for the 2022-23 ACLS Sustaining Public Engagement funded project entitled, "Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities." We continue to retain faculty members such as Bhalla, Casiano, and King, as the academic and community engagement aspects of their careers flourish. For example, Casiano, in addition to working on his manuscript with the University of Illinois Press, has been involved in grassroots housing justice efforts in Baltimore as part of Charm City Land Trusts, Inc., a community land trust located in East Baltimore, where he also lives. Our tenure-stream faculty are affiliate faculty members in the Language, Literacy, and Culture (LLC) doctoral program and members of UMBC's graduate faculty.

8| Faculty-Student Ratio

During the reporting period, AMST's unduplicated headcount for students to full-time instructional faculty decreased from a high of 10.5 to a low of 3.6. The department attributes the decrease to a drop in enrollments and a temporary increase in faculty growth due to visiting lecturer positions. AMST's high SEEQ scores often discuss the individualized learning that comes with a lower unduplicated headcount. (See Appendix A: p. 69)

Notably, our unduplicated headcount for students working with tenure track faculty is significantly higher at 23.3, and it is rising from a low of 18.6 in 2021. Tenured and On-Track faculty face significant constraints on their time due to their commitments to R1 research, teaching, advising, and service. The faculty are often overworked and our resources are stretched thin. The department would like to add more faculty to ensure we continue producing high quality research while maintaining individualized commitment to students.

9| Faculty Productivity

The AMST faculty are among the most cutting-edge and productive members of the Humanities at UMBC. Members of our department received \$446,500 as P.I.'s from 2016 to 2023. Our faculty also served as co-investigators on 8 awards between 2022 and 2023. One of the awards with our faculty listed as a co-principal investigator and lead writer was worth \$750,000. Faculty CVs are listed in Appendix D, which gives a detailed understanding of their recent success. Below is a list of the key faculty accomplishments over the reporting period. (See also Appendix A: pp. 70-74)

Research

Publications during the period of review

Fouts

- Co-author with Tahira Mahdi and Nicole King. "Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships," *Journal of Higher Education Outreach and Engagement*, (Forthcoming)
- Co-author with Deniz Daser. "The Great Unbuilding: Land, Labor, and Dispossession in New Orleans and Honduras." co-authored with Deniz Daser. *Southern Cultures* 27, no. 2 (July 5, 2021): 110-25.
- "When 'Doing With' Can Be Without: Employing Critical Service Learning Strategies in Creating the 'New Orleans Black Worker Organizing History' Digital Timeline." *Journal of Community Engagement and Higher Education*. 12(1): 29-38.

Casiano

- "'The Pot': Criminalizing Black Neighborhoods in Jim Crow Baltimore," in Nicole King, Joshua Davis, and Kate Drabinski (eds.), [Baltimore Revisited: Stories of Inequality & Resistance in a U.S. City](#) (New Brunswick: Rutgers University Press, 2019), 37-51.
- Patrick Grzanka, Rajani Bhatia, Mel Michelle Lewis, Sheri Parks, Joshua Woodfork, and **Michael Casiano**, "Intersectionality, Inc.: A Dialogue on Intersectionality's Travels and Tribulations," *Atlantis: Critical Studies in Gender, Culture, and Social Justice* 38:1 (2017), 16-27.

King

- "Baltimore Traces: Public Humanities, Zines, and the Connecting the Classroom" in *The Routledge Companion to Publicly Engaged Humanities Scholarship*, in press / forthcoming 2024

- Co-author with Tahira Mahdi and Sarah Fouts. "Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships," *Journal of Higher Education Outreach and Engagement*, (Forthcoming 2024)
- Co-author with Meghan Ashlin Rich, "Building Together" in Baltimore? Corporate Mega-Development and Coalitions for Community Power," *Urban Affairs Review*, June 2021, 1-37.
- "[Sounds of a City: Podcasts and Public Humanities in Baltimore](#)," *Journal of Higher Education Outreach and Engagement*, Volume 25, Number 1 (2021), 137-149.
- "Reckoning with Regionalism: Race, Place, and Power in Urban History," Review Essay, *Journal of Urban History* (2021) Vol. 47(1) 209-214.
- "The Superblock: A Downtown Development Debacle, 2003-2015" in *Baltimore Revisited: Stories of Inequality and Resistance in a U.S. City* (New Brunswick: Rutgers University Press, 2019)
- *Baltimore Revisited: Stories of Inequality and Resistance in a U.S. City* (New Brunswick: Rutgers University Press, 2019) - co-edited with Kate Drabinski and Joshua Clark Davis
- Co-authored with Michelle Stefano, "Community-Based Methods for Envisioning Deindustrialization: Mapping Baybrook and Mill Stories Projects of Baltimore, USA" in Onciul, B.A., Stefano, M.L., and Hawke, S., eds. *Engaging Heritage: Engaging Communities* (Suffolk: Boydell & Brewer, 2017), 119-137.

Bhalla

- "To Understand the Other, You Have to Be a Mother: Jenna Bush Hager's #ReadWithJenna Book Club and the Politics of Race and Motherhood" (*Accepted for publication at Reception: Texts, Readers, Audiences*, History, Publication in 2024)
- Bhalla, Tamara and Lindsay DiCuirci. "'Me Time': Motherhood, Reading, and Myths of Leisure." *Reception: Texts, Readers, Audiences, History*, vol. 15, 2023, p. 41-49.
- Bhalla, Tamara, and Pawan Dhingra. "12 The Privilege of South Asian American Studies." *Journal of Asian American Studies*, vol. 25, no. 2, 2022, pp. 307-18. Project MUSE, <https://doi.org/10.1353/jaas.2022.0025>.
- "[Asian American Literary Reception and Readership](#)." Oxford Research Encyclopedia of Literature. Oxford University Press, July 2019.
- "[The True Romance of W.E.B. Du Bois's Dark Princess](#)" Scholar & Feminist Online, 14.3, 2018.

Donnan

- No Irish Need Apply: Discriminatory Employment Practices in Baltimore between 1840 and 1870," *New Hibernia Review*, 27:1, Spring 2023.
- "Kindred Spirits and Sacred Bonds: Irish Catholics, Native Americans, and the Battle Against Anglo-Protestant Imperialism, 1840-1930," *U.S. Catholic Historian*, 38, no. 3 (2020), 1-23.

Grants

- 2023-2027 \$750,000, Andrew W. Mellon Foundation, Global Asias Initiative: Reframing Asian American and Asian Studies
- 2023 \$16,000 Library of Congress/American Folklife Foodways Series Grant for short films, *El Camino del Pan y el Mole*
- 2023 \$14,000 Maryland Folklife Network "Baltimore Field School" Grant
- 2023 \$4,000 Maryland Folklife Network ARGOS Funds Grant for Sabor de Highlandtown Documentary Project
- 2022-2023, \$50,000 Whiting Public Engagement Fellowship: Project Neutral Grounds:

- At the Intersection of People, Street Food, and the Hustle
- 2022-2023, \$157,500 ACLS Sustaining the Humanities Grant for Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities
- 2021 \$3,000 Gulf South Research Fellowship, New Orleans Center for the Gulf South, PI
- 2021-2022 \$125,000, The Baltimore Field School: Strengthening UMBC's Public Humanities Infrastructure, The Andrew W. Mellon Foundation
- 2019 \$2,000, Labor Research and Action Network New Scholars Grant, Co-Investigator
- 2016 \$20,000, Maryland Humanities Council, major grant for Mapping Dialogues project

Service

Our faculty are involved in student, faculty, and department service to the university throughout the reporting period. Our members serve or have served as:

- Affiliate faculty members in the Language, Literacy, and Culture (LLC) doctoral program
- Affiliate faculty member for Asian Studies
- Advisory Board Members in:
 - Dresher Center for the Humanities
 - Orser Center for the Study of Place, Community, and Culture
 - Public Humanities minor
 - Mentoring Committee
- Affiliate faculty for Latin American Studies minor
- Advisors for student groups such as Students for Justice in Palestine, WMBC Radio, Garden Club, Pakistani Students Association, Vietnamese Students Association, Filipino Students Association, Cricket Club, Sunrise UMBC
- Associate members of UMBC's graduate faculty
- Leaders of Affinity Groups and Inclusion Council Working Groups
- Sub-committee co-chair for Inclusive Excellent, The President's Bold Conversation Series
- Faculty Affairs Committee members
- UMBC Institutional Liaison to Imagining America
- Interdisciplinary Activities Advisory Committee
- Valedictorian Selection Committee

10| Budget

The AMST department operated with an overall budget between \$500,000 and \$750,000 from 2020 to 2023. The university contributes between 70% to 94% of our budget depending on the academic calendar, but our faculty also contributes to research through the grants that we receive. The majority of our budget is spent on salaries for tenure track or full-time faculty. Outside of salaries, our budget is primarily spent on part-time adjunct faculty. We also use our budget to fund programming, guest speakers in our courses and in other departments, faculty research, conference funding, and student hourly salaries. We have a public humanities budget that is renewed each year, funded at \$15,000 from the Dresher Center (\$5,000) and CAHSS Dean's office (\$10,000).

c| Analysis of Data Provided by the Program

1| Educational Goals, Learning Outcomes, and Program Assessment Plans

Note: Appendix C provides a more detailed overview of program assessment plans, including a curriculum map, our most recent biennial assessment, and assessment documents from the APR recording period.

In the Department of American Studies, courses, mentorship, and undergraduate research direction are geared toward satisfying broader program learning outcomes (PLOs). These include: developing a deeper understanding of American Studies theories and methods, deploying these tools through interdisciplinary analysis and writing, engaging a broad set of materials (e.g., visual culture, textual production, historical primary sources, etc.) to construct convincing oral and written arguments, and executing robust research projects rooted in traditional scholarly approaches and/or community-engaged public humanistic inquiry.

As part of these imperatives, American Studies faculty participate heavily in undergraduate research direction. Indeed, this is one of the department's key educational goals and strengths. Given the interdisciplinary nature of the department, and the faculty's broad base of expertise, faculty reach beyond rigid disciplinary boundaries and often work with students from diverse disciplinary locations across campus. For instance, faculty provide research and professional development support by mentoring student presentations at Undergraduate Research and Creative Achievement Day (URCAD). Some recent examples include:

- Profs. Sarah Fouts and Nicole King mentored public humanities minor Evelyn Yuen who presented her project, "Mapping 100+ Years Of Baltimore's Asian Restaurant History" at URCAD 2023.
- Prof. Tamara Bhalla mentored Asian American Studies minor Megumi Fukuzawa who presented her project, "Expressing Big Feelings And Challenging Maternal Blame: The Asian American Mother-Daughter Trope Reimagined" at URCAD 2023.

Additionally, faculty routinely serve as mentors in the Undergraduate Research Award (URA) program, which provides funding for undergraduates undertaking original scholarly projects. Some recent examples include:

- Prof. Michael Casiano mentored English and Political Science double major Jordann Allen whose project is entitled, "Mayor Eric Adams Subway Sweeps: Criminalization of the Homeless in New York City." Prof. Casiano also served as Jordann's McNair Scholars mentor.
- Prof. Nicole King mentored Visual Arts major Alexis Tyson whose project is entitled, "Stipend for Student Support in Research Project in Poppleton for Community Development." The project will aid ongoing community justice efforts in West Baltimore.

Faculty frequently serve as mentors to students within the Individualized Study Program (INDS) where students can create degree plan combining coursework from two or more degree programs offered by UMBC. Some recent examples include:

- Prof. Michael Casiano mentored Sara Stewart who is receiving an INDS degree titled, "Critical Carceral Studies."
- Prof. Nicole King mentored Emily Chelelat who completed an INDS degree called, "Social Advocacy and Transformative Justice."
- Prof. Sarah Fouts is currently mentoring Luke O'Neill's INDS capstone project, "Diet, Nutrition, and UMBC Athletes."

Finally, faculty members help undergraduate students turn their capstone projects into publishable essays in the *UMBC Review*. Some recent examples include:

- Profs. Tamara Bhalla and Sarah Fouts mentored and advised American Studies major Cassie Davis who published: Cassie Davis, "Implications of Rhetoric: A Newspaper Analysis of Immigration Policy," *UMBC Review* Vol. 22 (2021), 99-116.
- Profs. Tamara Bhalla and Sarah Fouts mentored and advised American Studies major L. Alexandra Rodriguez Arellanos who published: L. Alexandra Rodriguez Arellanos, "'Old Town Road' and the Racial Politics of Country Music," *UMBC Review* Vol. 22 (2021), 217-245.
- Prof. Tamara Bhalla is currently mentoring and advising Asian American studies minor, Megumi Fukuzawa, on an essay entitled, "Expressing Big Feelings and Challenging Maternal Blame: The Asian American Mother-Daughter Trope Reimagined."

American Studies faculty prioritize student research direction and mentorship within the department and across disciplines. In this vein, faculty are equally involved in graduate student research direction. American Studies faculty routinely serve on master's and doctoral committees within the M.A. in Historical Studies program and the Ph.D. in the Language, Literacy, and Culture program (as evident on faculty CVs).

The department has been attentive to intellectual currents that have solidified over the seven years since our previous APR. We have altered our curricular and assessment standards to keep pace with shifts in American Studies and the increasingly precise—yet still fraught—ethical standards and modes of production within public humanities research. For instance, the department's curricular emphasis on long-term scholarly research projects, while still central to our mission, has broadened to include alternative modes of knowledge production.

One major curricular change the department instituted was the inclusion of the "project option" in our AMST490: Senior Seminar course (for more on the minutiae of this change, see Appendix C). Rather than produce a long-term research paper, students were provided the opportunity to work on and complete a project. This curricular change dovetailed with a programmatic change that similarly altered the department's approach to instruction: the public humanities minor. Established in 2019, the minor provides students with resources and mentorship to produce long-term, community-engaged research projects. Students now produce multi-part podcast series, digital maps, story maps, and digital and physical exhibitions.

American Studies deploys a variety of assessment tools, both qualitative and quantitative, to ensure that students have a clear understanding of the department's educational goals and learning outcomes, as well as the tools to achieve them. Assessment is one of the department's most challenging areas. Part of this challenge owes to the turnover in faculty which mirrors a turnover in course offerings. Given the inconsistencies in course offerings, there have been inconsistent and decidedly non-systematized assessment protocols. To address this issue, the faculty developed an assessment plan (see Appendix C) over 2022-2023 AY in consultation with the Faculty Development Center that combines direct and indirect assessment measurements into course syllabi, including rubrics for major assignments, as well as one-minute exit surveys.

Course review affirmed that most American Studies classes integrate global and transnational perspectives, popular cultural production, and deep analyses of American social structures. As it stands, the curriculum is separated into three "core themes," each of which disaggregates student learning into one of these three broader categories. In the next assessment cycle, the

faculty will monitor course syllabi and solicit student feedback regarding whether these three core themes are discrete enough to warrant such curricular organization. If not, faculty have discussed creating new "learning tracks" or perhaps adopting "concentration areas" in lieu of the current curricular structure.

2| Student Advising

Advising is an important task that our faculty believes adds to the distinctiveness of a small department. As a small department with a relatively low enrollment of majors, we are able to spend time working one-on-one with our students. Faculty advise, mentor, support, and provide professional development to our students.

Advising is shared among the faculty with each full-time faculty member (excluding the chair who only advises during the summer) advising between 5 and 7 majors during preregistration. We have faculty and student advising handbooks (See Appendix G) and information posted on our department website: <https://amst.umbc.edu/current-students/advising/> We are currently working with the advising office to set up centralized advisor designations in PeopleSoft to better serve our students.

Advising for fall semester begins in March, and advising for spring semester begins in October. The department's advising coordinator works with the chair to coordinate advising and communicate with faculty when registration and advising are approaching. The advising coordinator will update the list of advisees and match them with appropriate departmental advisors each semester. All majors are required to meet with a faculty advisor before they register for classes. Faculty review a student's degree audit during the advising appointment and submit RT tickets for any substitutions after each advising session rather than waiting until the student approaches graduation. AMST faculty often have informal advising duties with students in INDS or other programs.

Advising materials can be found in our shared advising folder. Advising worksheets and templates are there as well. The directors of our minors in Asian American Studies and Public Humanities are responsible for advising minors. The advising coordinator will oversee graduate reviews and advising of minors if necessary.

Every semester all advising materials relevant to that semester, such as an updated course flier, REX reports with current majors and minors, an updated list of advisees, and a draft course schedule, will be available in the advising folder for that academic year.

Generally, the department creates a "spotlight sheet" to highlight the forthcoming schedule and any new and interesting courses. Majors then sign up for appointment times individually with their assigned faculty member. This is accomplished via email.

During summer, advising is done by the chair. The department also schedules special workshops and social gatherings and hopes to revamp the Council of Majors organization, which is a group of undergraduates who partake in the shared governance of the department. Topics have included alumni talks, career planning, graduate school, film screenings, and guest speakers.

Additionally, faculty members with graduate faculty status serve as dissertation advisers or committee members to students in the Language, Literacy, and Culture doctoral program and other graduate programs.

3| Student Research

Student research plays an important role in American Studies and encompasses a range of areas that reflect our commitment to themes of social justice, equity, inclusion, and power. We mentor student research in ethnic studies, place-based research, urban studies, critical inquiries into policing and prison systems, food studies, community engagement methods, comparative analysis, Indigenous studies, and historical archives. These student research approaches demonstrate the interdisciplinarity and inclusivity of American Studies at UMBC.

Examples of this student research include: reimagining of Asian American mother-daughter relationships, historical analysis of immigration policy rhetoric, examination of racial dynamics in country music, Italian-American stereotypes in media, resistance movements in Baltimore City, environmental racism in South Baltimore, archival research on Baltimore's Chinatown communities, experiences of adult music learners and stories, homelessness and urban governance in New York City, and projects on collaborative visual storytelling.

A noteworthy aspect of our research curriculum is that students begin drafting their research plans and proposals in the 300-level courses and then expand upon these ideas in the 490 capstone course. This framework enables students to explore questions that genuinely intrigue them. We are enthusiastic about supporting them in their research processes while helping them locate resources and design projects that are manageable.

Our commitment to fostering students' research skills extends to our AMST 300: Approaches in American Studies course where we offer comprehensive methods instruction in humanities research. This course introduces students to various facets of American Studies, teaches them to design their independent research projects, facilitates visits to UMBC Special Collections, and equips them with the tools to critically engage with scholarly approaches within the humanities. Our goal is to cultivate students' abilities to both consume and produce interdisciplinary knowledge.

In our core curriculum, AMST 490, represents a capstone senior seminar. Here, students execute original research projects centered around AMST topics of their choosing. In recent years, we expanded this capstone option to include creative and/or public humanities assignments in addition to a written component. This innovative approach has yielded significant success, with students producing diverse projects such as podcasts and artistic products, all while maintaining intellectual rigor in these two core courses that also fulfill a writing intensive requirement for the university.

In line with this commitment, we actively encourage our students to showcase their research at UMBC's annual Undergraduate Research and Creative Achievement Day (URCAD) every April, as well as to submit their work for publication in the undergraduate peer-reviewed journal, the *UMBC Review*. (See Appendix H) Notably, our small AMST department has achieved significant success, with 38 URCAD presentations, 7 URA recipients, and 3 publications in the *UMBC Review*. Since its launch in 2019, the Public Humanities program has had 4 students present at URCAD. Our AMST students have also presented their work at the American Studies Association in Fall 2020, further highlighting the quality of their research.

Place-based and public humanities research developed by students as part of AMST courses is archived in [Baltimore Traces](#), an innovative collaborative teaching initiative developed through our department. Through collaborative efforts to create and share stories about people and their

neighborhoods, the project draws attention to issues like deindustrialization, redevelopment, and gentrification while expanding students' awareness of their roles within the broader community. *Baltimore Traces* brings in students from various disciplines to create multimedia content centered on Baltimore's diverse communities.

Expanding in spring 2015 through a Hrabowski Innovation Grant and currently funded by the Maryland Folklife Network grant, the project continually evolves, with each semester bringing new projects focused on Baltimore neighborhoods. Public engagement is central to these processes, featuring film screenings and community forums. All project media, including podcasts, digital maps, films, and zines, are archived on the website, and the initiative holds Institutional Review Board (IRB) approval, alongside informed consent forms available for use in affiliated courses.

As part of our dedication to student research, one challenge we face is the limited resources and time available to support students, particularly those from outside our major, including those in graduate programs. Our AMST faculty actively advise students in various programs such as INDS, LLC, Public History, IMDA, and MILLI, in addition to serving on 25 theses and dissertation committees over the reporting period. We provide unique and invaluable expertise to emerging scholars exploring diverse topics. Our commitment to supporting students' research is central to our work as we continue to foster interdisciplinary scholarship and inquiry within our department and beyond.

4| Financial Support for Graduate Students

N/A - AMST does not currently have a graduate program, however we contribute to supporting a graduate research assistantship with the Language, Literacy, and Culture program, both financially and with mentorship.

5| Facilities

Note: Appendix E includes an assessment of our physical facilities.

Most of the AMST facilities are housed in the Fine Arts building (renovated in 2014). These include dedicated office space for every full-time faculty member, an office for our Program Management Specialist, three part-time faculty offices (windowless), one office that we use as a physical space for the Orser Center, a shared seminar/conference room that we share with Africana Studies, and we converted one larger office in our suite into a sort of smaller workroom/conference room. Our facilities are generally adequate for our current purposes. However, it would be nice if the university had some kind of space for faculty socializing or interaction.

Classrooms

Like most departments in the College, we teach the majority of our classes in rooms that are controlled by the Registrar's Office, and occasionally by the Dean's Office or other departments.

Our department has two instructors who regularly utilize the Lion Brother's building in downtown Baltimore. These faculty members are part of a working group who are trying to improve the efficiency of scheduling in that building, its overall maintenance, and promotion to UMBC students. We also use the downtown classroom for our Baltimore Field School programming and to better connect our students to Baltimore city.

Seminar / Conference Room

Fine Arts 559, which we share with Africana Studies, is adequate as a seminar and conference room.

Library Resources

UMBC's library resources are, in general, very adequate to our needs. The AMST faculty appreciates the responsiveness of the library staff in obtaining materials that the library does not own. Many of our classes, including AMST 300 and AMST 490 include sessions with the AMST reference librarians, who are a great help to our students as they learn key research skills and identify materials for their own projects.

University Computing Resources - Software

These are adequate resources for our needs.

UMBC Computing Resources - Hardware

Generally, we have found these resources to be adequate to our needs.

As part of UMBC's response to Covid-19, we implemented a laptop requirement for all students, but in practice we have found that students' laptops are in varied states of repair (and may or may not be updated), and run various platforms.

d| Contextual Program Analysis

1| What Has Been Done Since the Last Review?

As a department that has struggled with faculty turnover in the very recent past, we strive towards continuous improvement and stabilization. Collaboration is one of our core values as a department as we strive to serve our students and diversify the intellectual community of UMBC. The following is a summary of our key accomplishments since our last APR:

Faculty and Staff Hiring

At the time of the last Academic Program Review in 2016, we had six full-time faculty members—four tenure-stream professors (three associate and one assistant), a senior lecturer, and an exploratory position funded in part by Maryland Traditions, the folklife program of the Maryland State Arts Council. In fall 2018, we hired a professor of the practice. In 2018, we lost two of our associate professors to other institutions/programs. In 2020, we lost our professor of the practice to another institution. In 2023, we lost a senior lecturer who retired, 2 long time adjunct faculty, and our administrative assistant.

In fall 2019, we welcomed to the department two new assistant professors in Public Humanities, Michael Casiano and Sarah Fouts. The new hires add significant strengths to the department's focus on place, community, and identity from a local and transnational perspective (the department's vision since our last APR) and to inclusive excellence at UMBC.

The department was able to successfully argue for the conversion of our administrative assistant position to a program management specialist position, and in fall 2022 we hired Morgan Dowty as our first Program Management Specialist (PMS).

Program Building

Asian American Studies minor: In 2017, AMST developed a minor in Asian American Studies (AAS) with Tamara Bhalla as the director of the program. After several years of planning and

networking across campus to collaborate with other faculty working in Asian American studies to build the minor and Asian American studies as a field and program on campus, Prof. Bhalla will be working to connect the minor to the Asian Studies program through a newly awarded \$750,000 Mellon-funded Global Asias Initiative grant.

Orser Center for the Study of Place, Community, and Culture (Item 6c). The Center has been an organizer and foundational sponsor of the annual [Bmore Historic](#) unconference, a participant-led unconference for people who care about public history and historic preservation in and around Baltimore that draws over 100 participants annually. The Orser Center brings together scholars from UMBC and various universities and organizations across the city to think together about how best to build capacity for ethical and impactful public humanities work. We recognize that historically institutions of higher education have been implicated in exploitative research and development initiatives in Baltimore and cities like it and strive for a new vision of more equitable and mutually beneficial partnerships. The Orser Center expanded its advisory committee in 2019 and convened a sub-committee to develop a new strategic plan and to plan a potential summer institute on ethical research practices focused on Baltimore. The public humanities minor is housed within the Orser Center.

Public Humanities Minor: One significant departmental achievement is the multifaceted ways AMST collaborated with other CAHSS departments and programs to develop a Public Humanities program. Previous AMST chair Nicole King co-chaired the working group, convened by the dean in September 2016, which included representatives from a dozen CAHSS departments and programs, with Dresher Center for the Humanities Director Jessica Berman. Prof. Sarah Fouts is the current program director. Prof. Fouts has convened a strategic planning committee that includes all full-time, tenure-stream faculty in the department to plan for the future of the minor and program.

Baltimore Field School

The Public Humanities program and the advisory committee have been integral in shaping the Baltimore Field School (BFS). BFS has served as a guiding framework for public humanities scholars at UMBC in their research. Collaborating with community partners, the school aims to establish ethical and sustainable public humanities projects that connect UMBC and Baltimore. As part of the Public Humanities program, we have organized two planning intensives. In 2021, with a Mellon Foundation grant, we supported 14 UMBC Fellows (faculty and graduate students) and 2 Community Fellows. The 2023 Baltimore Field School 2.0, under an ACLS grant, sponsored 8 Community Fellows and 11 UMBC Fellows (faculty, staff, and graduate students). These sessions focus on training fellows to develop collaborative and non-extractive research models. Three faculty participated (two as co-PIs and another as a fellow) in BFS 2.0. As part of the BFS 2.0, Tahira Mahdi, project evaluator and community psychologist, developed an extensive evaluation report that relied on qualitative data that described “community and university Fellows’ successes, challenges, and recommendations at the culmination of their community-based humanities projects” (see Appendix M).

Updating Policies and Departmental Identity

Since our last APR, we have collaboratively developed a renewed vision and identity for the future of AMST. We have been collecting data from students on whether or not we should consider a name change such as American Cultural Studies or American & Ethnic Studies for the department to better reflect its current priorities. In the past year, (2022-2023) we have revised our by-laws, merit policy, workload, promotion and tenure policy, faculty and advising handbook, honoraria policy, departmental review of tenured faculty, and policies for requesting leaves and fellowship leaves. We have also created a conference funding policy, a faculty

research fund (in addition to yearly research funds), and a faculty teaching fund and updated our website.

Since the last APR, UMBC's faculty Senate approved language on community-engaged scholarship for promotion and tenure that has been added to the Faculty Handbook. As our department was at the forefront in justifying that change, we revised our P&T guidelines to incorporate community-engaged scholarship and public humanities research and teaching into the P&T policy. The university has recently encouraged departments to include language on mentorship and diversity, equity, and inclusion initiatives. The department, a leader in these areas, has also incorporated this language into our guidelines, and our P&T policy is currently under review with the dean's office.

Connecting with Alumni

In 2022 to 2023 in coordination with the office of institutional advancement, Prof. Bhalla reached out to American Studies alumni to ask them to serve on an "alumni bench." The idea behind this was to gather a group of alumni willing to help promote the major. The response from our survey was very positive and we have established an alumni group who are willing to help represent the department at various campus events and recruitment activities. We plan to develop our alumni relationships in years to come to find out more about how students have used their AMST degrees and to use this information to help with recruitment.

Obtaining a Downtown Space

Since our last APR, the Lion Brother's building in downtown Baltimore has provided a space for faculty to teach courses in the city. Prof. King and Prof. Fouts use the space to teach courses and they hosted the Baltimore Field School programming in the building in summer 2023.

Pandemic Response

Throughout the COVID-19 pandemic, we worked to sustain an intellectual community for our faculty, staff, and students. We adapted our teaching and mentoring practices to ensure that we remained connected to one another, the department, and the university. Our faculty collaborated to develop strategies (and support one another) to facilitate student learning in an online environment during a time of extreme stress and we continue to recognize the impact of the COVID-19 pandemic and its aftermath on our personal and professional lives.

Department faculty wrote the successful Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities at UMBC grant for the ACLS Sustaining Public Engagement Grants, a responsive funding program made possible by a grant from the National Endowment for the Humanities as part of the Sustaining the Humanities through the American Rescue Plan (SHARP) initiative. These grants are designed to repair the damage done to publicly engaged humanities projects and programs by the social and economic disruption of the COVID-19 pandemic.

2| In What Ways is the Program(s) contributing to the Mission of UMBC?

Community engagement and social justice are fundamental values within our department. Our faculty members actively lead initiatives across campus, aligning closely with the university's mission and vision.¹

¹ UMBC's Mission and Vision statements can be found at <https://umbc.edu/about/mission-and-vision/>.

AMST greatly contributes to the undergraduate liberal arts foundation of the university through its curriculum and research. As previously discussed, we have served as an incubator for interdisciplinary programs with whom we continue to collaborate.

The Public Humanities program grew out of our strength in collaboration and is deeply embedded in the Department's focus and growth strategy. The minor debuted in Fall 2019 (unfortunately right before the COVID-19 pandemic). Our [Public Humanities](#) program—the first in the nation focusing specifically on undergraduate education—has an advisory committee that pulls from a dozen departments, programs, and centers greatly committed to the university's mission to serve the city, state, region, and general public good. At UMBC, we are guided by our commitment to “Public Research for Public Good” as exemplified by the 2023 publication, [Inquiring Minds](#), which shares a selection of recent innovative and impactful work by UMBC's researchers and scholars.

Our work in community outreach and engagement spans across the city, including public humanities events in Baltimore-based cultural institutions like the Charles Theater and Creative Alliance. This collaborative research has been highlighted by the university and gained recognition outside of UMBC more than once. For example, the inaugural 2023 [Inquiring Minds](#) publication focuses on seven key areas that UMBC has focused on in research and creative achievement that aligns with regional and national priorities.

AMST is featured in the following areas: Community, Equity, and Social Justice; Creative Engagement; and History, Identity, and Society. On page 12, Prof. Sarah Fouts' [Project Neutral Grounds](#) is featured in the article [“Rethinking Collaborative Public Research Projects in New Orleans and Baltimore”](#) and her work with migrant communities is mentioned in an article on “Advancing Immigration Research: Collaborating with Thriving Immigrant Communities.”

Prof. Tamara Bhalla's selection for the Mellon-funded leadership development program “Breaking the M.O.L.D.” is also discussed in this issue. The final section “Community-Building Through Public Humanities” features the work of Prof. Nicole King on the “A Place Called Poppleton” project and the collaborative work with Prof. Fouts on the [Baltimore Field School](#), and the [Baltimore Revisited](#) edited collection (Rutgers University Press, 2019) which features a chapter by Prof. Michael Casiano. Prof. Bhalla's Humanities Teaching Lab-funded course to connect UMBC with the Smithsonian National Museum of American History was featured in *Humanities for All* as a blog post, titled, [Bringing Public Humanities to Asian American Studies](#).

In addition, Prof. Michael Casiano is UMBC's liaison to the [Imagining America](#) organization and annual conference, which numerous faculty have participated in over the years. Prof. Casiano connects the work of UMBC faculty and staff to national conversations on publicly engaged teaching and research throughout the U.S. He works with UMBC's Center for Democracy and Civic Life as the institutional representative. Most recently, Prof. Casiano convened an 8-person delegation of tenure-line and adjunct faculty, graduate students, and staff to attend Imagining America's 2023 National Gathering, “Radical Reckoning: Invoking the Elements for Collective Change.”

The department strongly contributes to the university's commitment to cultural and ethnic diversity, evident in both our curriculum and the demonstrated commitments of our faculty. Our curriculum clearly addresses issues of ethnic diversity, social responsibility, and is at the cutting edge of trends in the field of American Studies with courses in immigration, ethnic studies, food studies, and urban studies. (See previous section on Curriculum).

We have also been integral contributors to the university's mission to improve and overhaul its commitments to DEIA efforts. Prof. Bhalla was a founding member of the [Asian American Faculty and Staff Council](#) and co-chair and founding member of the Women's Faculty network. She has served on the university's Inclusion Council and Implementation Team charged with developing a set of recommendations to improve DEIA initiatives at UMBC. She co-chaired the Inclusive Excellence sub-committee for the president's office ["Bold Conversations"](#) Initiative.

In terms of the university's commitment to lifelong learning, the department has been a key contributor. The Chair (Prof. Bhalla) and Orser Center director (Prof. King) also have built connections with alumni and supported and attended the ["This Belongs to Us: Stories from UMBC's Founding Four Classes,"](#) which includes AMST alumni such as [Mimi Dietrich](#), a cultural documentor and quilter who has taught courses on folklore and quilting at UMBC for AMST and exhibited work on the Baltimore Album Quilt at the Maryland Center for History and Culture.

3| In What Ways is the Program(s) Advancing the State of the Fields in Research and Curriculum?

The Department of American Studies at UMBC has aligned itself with the evolving landscape of the discipline. The faculty remain at the forefront of broader trends in the field through their contributions to research and teaching, reflecting their dedication to reshaping and defining new models within the field. (See Faculty CVs)

Since 2016, the faculty's scholarly, peer-reviewed output includes 2 monographs, 1 edited collection, and the publication of 19 peer-reviewed articles in leading presses and journals in their respective fields. These contributions mirror shifts within American Studies since 2016 such as the carceral turn, transnational turn, and a focus on Indigenous Studies. Moreover, their respective scholarly works have enriched place-based and ethnic studies scholarship in American Studies, deepening the understanding of local and regional dynamics and critical race studies within the broader framework of the discipline.

A distinctive aspect of the faculty's work is the dedication to community-engaged research. For example, working with UMBC graduate students, staff, faculty, and community partners, the Baltimore Field School fosters ethical and sustainable practices required for meaningful research and teaching projects in Public Humanities. This model has garnered recognition beyond the institution with faculty presenting on this work through invited talks on both national and international platforms. Faculty have also contributed original approaches to field research with community partners through the Whiting Foundation Public Engagement fellowship, providing models for collaborative, non-extractive research taking place beyond the academy.

The faculty has also been working on several grants. Over the next three years, Prof. Bhalla, along with the CAHSS Dean, will work to connect the minor to the Asian Studies program through a newly awarded \$750,000 Mellon-funded Global Asias Initiative grant. The Global Asias Initiative will provide opportunities for engaging in difficult yet productive intellectual conversations around the convergences and divergences, continuities and tensions, and associations and disassociations in Asian American Studies, Asian diaspora studies, and Asian Studies. The Global Asias Initiative brings together an existing Asian Studies program and Asian American studies minor, to develop an expansive Global Asias program that creates connections across disciplines, institutions, organizations, and communities.

Since its inception, the Public Humanities team secured \$358,250 in grants and fellowships aimed to bolster new and ongoing publicly engaged research. Funding sources include

Maryland Traditions (\$23,750), Maryland State Arts Council ARGOS funds (\$4K), the Whiting Foundation (\$50K), Library of Congress (\$12K), the Mellon Foundation (\$125K), and the American Council of Learned Societies (ACLS) (\$157,500). Internal support for the Public Humanities program comes annually from the Drescher Center (\$5,000) and the College of Arts, Humanities, and Social Sciences (CAHSS) (\$10,000). These grants serve multiple purposes, including supporting student research, funding equipment purchases, hosting over 25 visiting lecturers, and facilitating various community events in Baltimore and beyond. These activities include film screenings, panel discussions, walking tours, and providing transportation for students to attend these events.

The faculty has also taken on active leadership roles within their respective professional organizations. These include serving as American Studies Association's Departments, Programs, and Centers committee co-chair, executive board member for the Southern Labor Studies Association, chair of the South Asian Section for the Association for Asian American studies, and editorial board member for the *Journal of Asian American Studies*, which each illustrate their influence in these American Studies fields.

Professional participation also includes presenting research and chairing panels as part of organizations like the Urban History Association, the Association for Asian American Studies, Native American and Indigenous Studies Association, the American Historical Association, Critical Ethnic Studies, Society for the History of Readership, Authorship, and Publication, National Council of Public History, and the Association for the Study of Food and Society. Moreover, faculty members have been invited to serve as application reviewers and site reviewers of humanities councils as part of the National Endowment for the Humanities and the American Council of Learned Societies which reaffirms their recognition as experts within the humanities community. This work further demonstrates the faculty's range of interests, commitment to fostering interdisciplinary approaches, and contributions to expanding the purview of American Studies.

The AMST faculty have embraced new trends within the field and aligned their approach to research, teaching, and community engagement. Their scholarly contributions, commitment to Public Humanities and ethnic studies, leadership roles within professional associations, and engagement in national and international conversations have positioned them as key contributors to the broader trends in American Studies while shaping new paradigms for research and teaching.

4| How Effectively are Students in the Program Achieving Program (and Institutional) Student Learning Outcomes? How is the Program Assessing Student Learning Outcomes? How is the Program Using Student Learning Outcomes Data to Improve Student Learning?

As noted above, American Studies has had an inconsistent approach to formal assessment given faculty turnover and fluctuations in course offerings. For an extended discussion of assessment, see Appendix C. With that said, the department has recently adopted an assessment strategy that deploys several tools to track student achievement in its course offerings. These assessment tools align with institutional learning imperatives, particularly key functional competencies, myriad distribution areas within the university's General Education Program (GEP), and institutional investments in community-engaged teaching and learning. From preliminary data, faculty have adopted rubrics with discrete criteria that align with both institutional functional competencies and program-specific student learning objectives (SLOs). Such direct assessment measures will be collected semesterly to allow the assessment

coordinator to track changes over time that have either helped or hurt student achievement and learning. Such insights will be periodically shared and discussed with faculty at monthly meetings.

5| What Does the Program(s) Do Well Currently and How Did this Success Come About?

As the faculty reflected on this question, we all agreed that our core values are collaboration, building community, inclusivity, and interdisciplinary program building. We are a deeply collaborative department: each of our faculty members is connected to other departments and programs at this institution. We are also committed to making connections beyond our university. One example of this is that even as we lost four faculty members in the past four years to other opportunities, each one is still closely connected to our department and continue to work with us to connect our research and teaching to important national organizations such as the American Folklife Center and the Smithsonian's National Museum of American History and National Museum of the American Indian.

We are also non-hierarchical and transparent. We make decisions collaboratively and democratically ensuring that each voice is given equal weight across rank. We value everyone's opinion, experiences, and perspectives, and don't recognize a hierarchy between tenured/tenure-track and non-tenure-track faculty in our decision-making processes.

Our faculty work in a variety of different areas and with different research interests and yet we manage to find a throughline in our departmental culture that connects our research to the public and to everyday practices of meaning-making. We are a leader on our campus in community engaged work, building Public Humanities, and diversity, equity, and inclusion (DEIA) efforts. Our success in this field comes from our dedication to making the humanities and the university an inclusive place for all. This is evidenced in our work in the Maryland States Arts Council (MSAC) and the Maryland Folklife Network (MFN) in which we have taken work done through the Public Humanities program and connected it to institutions in Baltimore and beyond, such as the Creative Alliance, an arts and education center in Baltimore, where our students were able to produce and exhibit humanities projects.

When DEIA initiatives were burgeoning on campuses in the wake of the pandemic and waves of anti-black, anti-Asian, and anti-immigrant violence, our department and field's historical commitment to anti-racism made our faculty natural leaders in leading the charge to redress inequity on our campus. Our faculty have retained career-long commitments to address issues of structural racism in our research, teaching, and service that ensure our ongoing leadership on campus on these issues.

6| How is Faculty Oversight of the Curriculum and its Content Achieved and Maintained?

The Department aspires to formalize and streamline the revised curriculum as part of the 2023-2024 APR review process.

The Department documents and makes available a comprehensive and organized syllabus collection, which is shared with all faculty via Box. We have been discussing and planning to reassess and streamline our curriculum at faculty meetings, during our summer APR retreat, and in monthly meetings during the 2023-2024 academic year. We are particularly invested in

re-establishing a strong connection to the Education department to support their certificate program with our major.

The previous Chair served on the Interdisciplinary Activities Advisory Committee to analyze interdisciplinary curriculum at UMBC and other leading institutions for undergraduate teaching, including a trip with the Committee and the Provost to Duke University in 2017 that led to the [UMBC CoLab project](#).

The current Chair has continued this work with other interdisciplinary departments—many with roots in AMST—on the Interdisciplinary Collaboration Team, which has focused specifically on studying and analyzing our College’s interdisciplinary course offering in hope of more cross curricular collaboration and the potential of growth into an advanced degree in cultural studies. (see Appendix I “Potential Pathways”).

Undergraduate Program Director (UPD) Prof. Casiano attends regular meetings and instrumental discussions regarding UMBC’s shift to the satisfactory/unsatisfactory (S/U) grading designation (a non-punitive assessment option that has been adopted as an alternative to pass/fail). Prof. Casiano also mapped the AMST curriculum and coordinated departmental assessment (see Appendix C).

AMST has created various articulation agreements and equivalencies to fit “Transfer With Success,” new state legislation planned to better serve community college students as they transition to a four-year institution. Many of our majors come to us from community colleges.

7| How is Input Solicited from the Program’s Internal and External Stakeholders?

Input from internal and external stakeholders plays a pivotal role in shaping the decision-making processes within American Studies. The collaborative approach undertaken by the faculty and staff underscores the importance of soliciting insights and perspectives from various stakeholders, resulting in a more holistic and responsive approach to program development and improvement.

Internally, the faculty’s decision-making is characterized by each faculty member contributing to shaping the program’s direction through transparency and monthly departmental meetings. This inclusive approach ensures that decisions are informed by a range of academic expertise and viewpoints. Additionally, the Program Management Specialist assumes a crucial role in representing and articulating the needs of the department, enhancing communication processes.

We have strived to assess our student’s experiences by distributing a survey which provides a platform for majors to voice their insights on curriculum, course offerings, and student-run programs to all students during advising. This feedback ensures that the program remains responsive to the evolving needs of its student body. Additionally, the initiation of an alumni survey in 2022 reflects a commitment to engage past students, enabling them to remain connected to the department’s activities and research. (See Appendix J)

The department also actively connects with external stakeholders, recognizing their valuable contributions to the program’s growth and relevance. Advisory committees, drawing from both the academic and broader community realms, provide vital input for the department and programs. For instance, the Public Humanities Advisory Committee, which spans across academic disciplines including STEM, informs policy-making, curriculum design, student

recruitment, and applicant selection. The Orser Center advisory committee similarly solicits insights of stakeholders from different universities and community organizations, fostering collaboration that addresses challenges identified by the local communities.

External stakeholder input is further drawn from the "Baltimore School" members and through a session organized as part of the American Studies Association in 2021. The "Baltimore School" was a panel that brought together departmental faculty along with representatives from other Baltimore institutions to examine ethical considerations of public research. This dialogue not only enriched the understanding of humanities research in the context of the global pandemic but also highlighted the role of academia in engaging with local Baltimore communities in a meaningful and non-extractive manner.

A Public Humanities symposium in 2017 invited external stakeholders and community partners to assist the generation of ideas for the CAHSS Public Humanities program. This inclusive approach culminated in the creation of the community fellows initiative, where community partners actively guide the selection of projects and participants within the Baltimore Field School. Through the Baltimore Field School, community fellows and UMBC fellows play an instrumental role in shaping the trajectory of the Public Humanities program as outlined by our evaluator who was brought in to assess the first (2021) and second (2023) iteration of the Baltimore Field School through annual reports. These reports resulted in key information which has helped shape programming, introduced "notes from the field" to keep people informed, helped break down institutional barriers between UMBC and our community partners, etc. This input is reflected in Appendices K-M (Final Report Baltimore Field School 2021, Preliminary Report January 2023, Final BFS 2.0 Report 2023).

The UMBC Department of American Studies has solicited a range of input from both internal and external stakeholders into its decision-making. This collaborative approach has yielded tangible outcomes such as curriculum improvements, more equitable resource distribution, and echoes a commitment to ethical research, community engagement, and a participatory educational experience for students. By valuing and integrating the insights of a range of internal and external stakeholders, the department has created a dynamic and responsive environment deeply rooted in the principles of engagement and inclusivity.

8| What Additional Data (qualitative and quantitative) About the Program(s) Complete the Picture of the Program?

Last year, the department developed a semesterly AMST Majors Questionnaire. The survey is distributed to majors each advising season. It emerged out of a desire to collect data on how students found the major and to allow students to participate in shared governance processes. For instance, the survey asks students how they initially heard about the major. The bulk of respondents indicated the UMBC website which informed the faculty's decision to more strategically develop an online presence and visual recruitment materials to boost enrollment. The survey also asks students why they chose the AMST major, what courses they would like to take in the future, what kind of programming they would like to see, and if they are interested in resuscitating the now-defunct Council of Majors.

Student responses provided invaluable qualitative data on how to better serve majors. Programmatically, faculty had been pondering changing the name of the department to more adequately represent what we do. Some American Studies scholars have long felt that the name of the field fails to account for broader transnational currents central to American identity. It also rather uncritically foregrounds "America," a concept that, in itself, is fraught and imprecise. While contemplating a name change, we felt like such a decision would require student and alumni input.

Indeed, we felt that the decision should prioritize students whose degrees would bear the name of the major. To our surprise, students overwhelmingly believed that the name of the major accurately represents what we do. With that information and other internal discussions, we elected to postpone the name change. The survey results are appended to this report as Appendix N.

3| PROGRAM PLANNING

1| What Areas Need Improvement?

The American Studies faculty have identified five main areas that need improvement.

Enrollment

Since our last APR, our enrollment has dropped 50% percent. To mitigate this decline, the department has taken several steps: we've increased our social media presence, connected to alumni, met with various student services and advising personnel, retained a connection with the Education department, and built connections with other interdisciplinary departments. In the past year, we've extended these efforts to increase enrollment by commissioning new promotional materials from Commonvision. We've used that collaboration with Commonvision as a way to reflect on our core values, self-promotion, and branding.

In 2022-2023, we created a survey to distribute to all current majors (See Appendix N) and recent alumni asking how they found the program (See Appendix J), if they believe a name-change would help us to be more legible, and overall trying to capture data on how we could improve our enrollment efforts. Though as of now the sample size is too small to draw any real conclusions, in this first round, we learned through this survey that overall students hear about us through UMBC websites and word of mouth, and did not think a name change was necessary. However, if we were to change the name, the majority favored "American Cultural Studies." We plan to readminister the survey every year during advising.

We have also formalized our connections to other small interdisciplinary departments and programs, such as Gender, Women's and Sexuality Studies, Africana Studies, Global Studies, and Asian Studies, by jointly applying for dean's funds to support work on building pathways among our departments and programs that would promote our majors and minors collectively. We have met with chairs of Education and the Associate Dean of Social Work to connect to their students who are required to have a second major or minor program of study and are in the process of building those collaborations by providing these departments with materials geared specifically towards doing a combined Social Work Major/American Studies minor degree or Education Certificate/American Studies BA. We've streamlined communication with alumni, students, and faculty onto our myUMBC web group and we work to promote the very exciting work that our department does in Public Humanities and DEIA initiatives across campus and beyond.

We also developed two minors—in Asian American Studies (2017) and Public Humanities (2019)—that are key components of our Department's teaching and research. We realized both of these departmental goals, as stated in our previous APR. In addition, we have done so by reaching across silos and building with other departments and programs that emphasize interdisciplinary and social justice initiatives.

All of our faculty agreed that we would ideally like to have an enrollment closer to 40 majors and minors, which feels adequate for a department of our size. However, despite all of our many efforts and time spent on them, we feel that ultimately we are working against a larger

institutional issue that has impacted our enrollment, rather than a problem that our department can solve internally.

Despite our small size, American Studies is, in many ways, one of the most visible departments in the college because our work aligns so closely with university-wide initiatives to connect to local communities and cities, to think critically about DEIA and incorporate its best values into our curriculum and campus, and to increase community-engaged work and grants acquisition. We've been an indisputable leader in all of these initiatives. Even while our major/minor enrollment may be small, our course enrollment often exceeds capacity. In general, our faculty work very closely with students who enroll in our courses, specifically around mentorship in independent research and professional development, and yet these students are very often not our majors, rather they are majors and minors in other departments and programs. We would like to enroll more students in part so that we can form a deeper intellectual and professional community, based on the principles of inclusivity and community engagement that define our department.

We believe, in part, we are up against the proliferation of other interdisciplinary departments and programs. We have made many efforts to ameliorate our enrollment with little success in part because the issue is structural (too much competition among interdisciplinary programs at a STEM heavy university) and partly because we do not know how to isolate the problem that needs to be addressed, despite our best efforts.

Ideally, the university should not emphasize major enrollment as the primary way to value the contributions of a given department, especially one like ours. We urge the university to recognize, in a more nuanced way, the value of the undergraduate and graduate student mentorship that we do across the university. However, if enrollment in majors/minors continues to be the primary way that departments are valued, then we need assistance from larger governing bodies at our university to figure out a path forward to increase our enrollment.

Curriculum

At our faculty retreat on August 28-29, 2023, the faculty agreed that we need to streamline and revise the curriculum to better reflect our current faculty's interests, trends in the field, and to make the major even more accessible to our students who tend to find us later on in their undergraduate careers.

Our current curricular structure is a result of the 2009 APR. We would like to take the themes out of the structure of the major and promote only the courses that we regularly teach at this time so that students have a better sense of the courses that are currently available to them. Our course list is aspirational and reflects courses that we would like to teach, but that we have been unable to teach given the small size of our department and our resistance to relying too heavily on exploitative adjunct faculty labor.

Institutional Support for Post-Grant Administration of Community Engaged Grants

Now that UMBC has R1 status, grant administration should be a top priority. We were heartened to see that in fall 2023, our dean prioritized this issue by centralizing grants administration in our college through the creation of the Creative Achievement and Research Administration Team (CARAT). However, we want to urge the university to continue to support post-grant administration. In 2022-2023 the department dealt with several issues around the administration of large grants with a community engaged focus—particularly in terms of being able to pay participants who had limited access to technology or who were undocumented—

within the context of a state-funded, public university. We hope to encounter fewer challenges in administering the newly awarded \$750,000 Global Asias Mellon.

Promotion and Base-Funding for the Public Humanities Budget

The cross-college public-humanities program hosts a minor that provides an innovative space for public scholarship and programming. The Department hosts and supervises the Public Humanities program through the Orser Center for the Study of Place, Community, and Culture, in collaboration with the Drescher Center for the Humanities.

While the Public Humanities program has been very well-received by faculty across campus and there is significant interest in faculty participation in public humanities sponsored events, the enrollment of the undergraduate minor has been low and student participation in events has also been relatively low. We need additional college and university support to promote the minor. Additionally, it would help to build and grow the public humanities minor and program if we were able to switch from the annual renewal of its budget to a base-funded budget that would automatically renew each year.

Faculty Development and Retention

While our faculty have a very collegial and functional distribution of work, we cannot continue to rely on good will primarily to retain the talent in our department. Our research, teaching, service and commitments to community engaged work and DEIA initiatives on campus suffer because we are held to a 3/2 teaching load while we retain the research standards of an R1 institution (a status which we now have). This issue has existed for decades, well before we achieved R1 status.

To adequately support and retain our faculty we need a 2/2 teaching load, a salary compression study, more research and conference funding, funding for book workshops, stipends for course development over the summer, and additional opportunities for training and professional development. As a small department, we do not keep data on retention. However, two of the faculty members that we have lost since the last APR reported to the chair that salary stagnation and compression were a top reason that they sought work elsewhere.

2| What are the Vision and Future Goals of the Program(s) and What is the Strategy for Achieving These?

American Studies Vision Statement: *The Department of American Studies strives to provide students with the skills to critically analyze issues of place, identity, and community through a comparative and transnational lens. We integrate our diverse strengths into a cohesive curriculum that provides undergraduate students with the intellectual skills and opportunities for professional success inside and outside of the academy.*

Vision and Future Goals:

Promoting the Major and Associated Programs

We have worked on branding, promotion, and marketing for the American Studies majors using the American Studies Association's working paper [Best Practices for Recruiting Students to American Studies Programs](#). We have developed new materials focusing on the fact that the major allows 9 credits (three courses outside of AMST) to complete our thematic requirements. However, there also needs to be more College and university-wide support on educating incoming and transfer students on the exemplary and innovative work in American Studies and other small interdisciplinary departments.

We also surveyed students about a name change; but, found that they preferred to keep our current name and better explain and promote the work the department does. We have a promotional film for our Public Humanities program and a page on the CAHSS website promoting the CAHSS-wide [Public Humanities program](#).

We are working to build a similar promotional film with the New Media Studio this fall that will highlight alumni voices. We have various well attended events for UMBC students as part of our Public Humanities program, such as [Bmore Historic](#) (where students can attend for free) or [Baltimore Field School showcases](#), and community based events focused on West and East Baltimore engaged research projects, such as [Baltimore Traces](#) and [Sabor de Highlandtown](#).

Curriculum: Revision and Streamlining

We radically changed our curriculum in 2008-2009 as part of a previous Academic Program Review to reflect the changing nature of the field. We once again would like to rethink the throughline of our program and streamline our curriculum. During our summer retreat, our faculty began considering whether or not it would streamline our major for students if we removed the core themes. Curriculum revision and promotion are a key goal of the Department. Our highly popular courses are excellent tools to promote the major and minors in our Department.

Model for Public Humanities and Community Engagement

With the hires of two professors in Public Humanities in 2019 and the development of the College-wide Baltimore Field School program, AMST at UMBC has become a national model for developing an undergraduate curriculum and programming in Public Humanities. Our program is listed as the first of its kind in the edited collection *Doing Public Humanities* and our *Baltimore Traces* program is featured in *The Routledge Companion to Publicly Engaged Humanities Scholarship*. Numerous faculty are featured in blogs and articles in the National Humanities Alliance's [Humanities for All](#) website.

While AMST has received numerous Mellon grants and a highly competitive ACLS grant, the program needs further base funding to further grow and serve students across the university. Public Humanities needs to be a base-funded budget, funded by the provost automatically each year. We currently work with precarious model of renewal annually that requires support in the amount of \$10,000 from CAHSS and \$5,000 from the Dresher Center for the Humanities. We also want to work to preserve and better promote the Lion Brothers downtown classroom and expand connections in Baltimore through our Public Humanities advisory committee and Orser Center.

Interdisciplinary Doctoral Program Participation & Growth

We already provide extensive support to the LLC our interdisciplinary doctoral program in LLC. Faculty work with and chair committees for their students as well as other programs such as Public History and the Community Leadership Masters.

We would like to participate in and lead the development of a vibrant interdisciplinary, Public Humanities and cultural studies-based graduate program that involves multiple disciplines, departments, and programs on our campus that could be incorporated into the Dresher Center for the Humanities or a revision of existing doctoral programs. In addition, a cultural studies graduate program that is either integrated into an existing graduate program, is part of an existing center, or that is new would serve the university in developing further graduate programs in the humanities. Our first step in this process would be to do the work of developing

a vision for a graduate program, to really think about what it would look like and how it would fit in the department. We are interested in the possibility of collaborating with other programs on this as well, and see the cluster hire proposal as a possible avenue for building a foundation for this. We believe that our interdisciplinary department could make a unique contribution to the expansion of graduate education in the humanities at UMBC, and are also committed to building such a program in a way that is responsible and sustainable.

Additionally, the Department Chair is co-PI on a Mellon-funded Global Asians initiative to re-envision our Asian American Studies minor, potentially as part of a new Global Asians and Asian American studies program that would also involve connecting to local Asian American communities in Baltimore and Washington, D.C. and the surrounding urban areas with fast-growing Asian American populations. We hope that the Global Asians program that results from this grant will retain a close connection to the American Studies department and that it will emphasize Public Humanities and ethnic studies—two strengths of our department. It is our hope that the external advisors for the APR and external advisors who will be involved in the Global Asians Mellon grant can help us to think about how the department can remain strongly connected to the new Global Asians program that results from this grant, particularly in terms of how we can best contribute an ethnic studies and Asian American studies perspective to the program.

Faculty Development, Retention, and Growth

UMBC recently gained R1 status, which should be reflected in the workload (moving from 3/2 to a 2/2 teaching load) as well as more attention to and consideration for the extensive work our department does in graduate student (especially Ph.D. student) advising, mentoring, and DEIA work. We also must pay attention to the compression of faculty salaries to be able to retain and grow our faculty as we have lost faculty previously to issues of salary compression or lack of growth. We are focused on supporting the current tenure-stream faculty, adding a full-time lecturer in 2024-2025, and further refining our hiring plan to address areas we envision for growth, such as indigenous and ethnic studies.

The department revised its workload policy (2019) to align with the USM system and UMBC's Workload Accounting Policy for independent study, internships, and thesis/dissertation directing. This policy allows faculty to gain credit towards a reduction in workload for credit-bearing independent study courses, internships, and dissertation directing. The policy was retroactive to include overloads back to Fall 2016. We also revised our Promotion & Tenure Policy to honor our commitment to publicly engaged scholarship, DEIA, and mentorship of students. We would like to see the larger institution truly value, honor, and count the often unseen work done in small interdisciplinary departments like ours.

3| How Could the Program Deploy its Resources Differently to Accomplish its Goals? What is the Program's Highest Priority Need?

How the Program Could Deploy Its Resources

During the aforementioned breakfast meeting and panel discussion at the November 2023 ASA meeting, Prof. Bhalla found that the department is already doing many of the things that were suggested as ways to increase enrollment, but perhaps even more importantly to demonstrate and advocate for the importance of American Studies as an interdisciplinary field that centers the study of race and social justice.

Chairs and directors on the panel suggested that departments struggling with decreasing enrollment produce promotional materials and then share them with academic advising staff, contact current minors to let them know what they would need to do to complete the major, put strong teachers in lower-level courses in order to attract interest in the program, and consider curriculum reform to make the major easier to complete. We've either done all of these things or are already in the process of doing them. There were a few suggestions that the department will explore, although they would tax our already very overextended faculty. Some of the most compelling suggestions included inviting each other to teach mini-lessons in our areas of expertise in each other's courses, pulling course rosters to see who is taking multiple American Studies courses but is not yet registered as a major or a minor, (which we have done, as previously mentioned) and experimenting with offering more lower level courses that are not focused solely on an introduction to the field (such as AMST 100: Introduction to American Studies), but that focus on more exciting themes in the field, such as food culture, carceral studies, and Indigenous studies. Finally, we are also considering a name change from American Studies to American Cultural Studies, which seemed to be more legible to students.

The department has been strategically reallocating its resources to better align with its goals and priorities. New policies have been implemented to focus on areas that we value most. Some notable shifts have been the increased funding for student research, travel funding for conferences, and increased support for community-engaged teaching. This signifies a commitment to fostering engagement with the broader community and ensuring that our faculty and students have opportunities to participate in a range of academic events and research endeavors. In the past year, the chair has codified these policies with the creation of the following funds and application procedures for both faculty development and research, teaching support, and undergraduate student research and professional development:

- AMST Faculty Research Development Fund Application Guidelines (Appendix O)
- AMST Conference Funding Policy and Procedure (Appendix P)
- American Studies Teaching Development Fund (Appendix Q)

For student research, foundation money that was donated in 2022-2023 has been channeled into supporting student projects and professional development (up to \$500) with the establishment of the American Studies Undergraduate Student Grant (Appendix R). This investment, which has a rolling deadline, empowers students to design and implement projects and work on professional development with a set budget.

Similarly, the Public Humanities program provides students with resources, offering them \$100 for expenses related to website development, classes, equipment, and design. This aid encourages their active participation in academic and community-related activities while removing the economic burden. We have had three Orser Center Fellows, who are funded \$1,000 per semester for research and work in Baltimore.

The department has been actively deploying resources to support events within the city. Collaborations with organizations such as Bmore Historic, the Real News Network, and Creative Alliance have resulted in multiple events in central spaces that are free and open to the public. Hosting events like the upcoming Prof. Davarian Baldwin lecture at the University of Baltimore, which is organized by the Orser Center and the Dresher Center's Humanities Forum, underscores the department's commitment to bridging the gap between the campus and the Baltimore community while also supporting inter-institutional collaborations. Such initiatives provide students with valuable experiences beyond the campus and help demystify the city, fostering a stronger relationship between UMBC students and the surrounding community.

Efforts have also been directed toward improving transportation for students. Enhancements to the UMBC free shuttle system, like the goal of stopping directly in front of the Lion Brothers Building, will significantly improve access and safety to our city-based classroom. We are also seeking sustainable solutions to offset the high costs of charter buses for class field trips. Additionally, the CAHSS dean's office is exploring the use and access to CAHSS e-vehicles that will allow for faculty to transport students to Baltimore.

Resources have increasingly been reallocated to support our community partners in conjunction with UMBC courses and research projects. Public Humanities courses taught by AMST faculty offer \$2,500 stipends for community members to co-teach courses with faculty (one per semester). This collaborative approach reflects a dedication to academic excellence and community engagement. We also have implemented a policy to pay guest speakers a \$250 honorarium to visit our classes. These stipends and honoraria support the local initiatives and amplify community partners as experts in their respective fields while enhancing the classroom experience for students.

To increase visibility and recognition, the program is investing in branding and promotion, working with the UMBC-based design company, Commonvision. The development of promotional videos and other marketing strategies will serve as effective tools to communicate the value of the department to students, community partners, faculty, and staff. We are hoping to get assistance from the university and college to better identify our target audiences and better market our major in that way. We are actively including AMST alumni to participate in the videos to help convey the message of what we do as a department. The promotional video will model after the successful video produced by the Public Humanities program in 2021.

Looking ahead, the department will support department-based field trips to enrich the cultural experiences of AMST and PUBH students. The allocation of funds for such excursions will foster a collective sense of identity through enjoyable cultural events. Additionally, we have committed more financial support for our adjunct faculty by raising the base rate for our faculty to \$5000, funded by our special sessions income, which is significantly more than the rate of \$3763 for adjunct funding per course supported by the dean's office.

The department also funds research assistants, undergraduate teaching assistants, and student workers to support faculty and staff. Moreover, the program aims to continue supporting student projects at the national level, such as funding student participation in conferences like the American Studies Association (ASA) in 2024 which will take place in Baltimore.

In creating these various funding opportunities, the department is proactively adjusting its resource allocation to align with its goals of community engagement, student support, academic excellence, equity, and increased visibility. These strategic shifts represent a significant step toward the overall benefit of faculty, staff, and student experiences.

The Program's Highest Priority Need

At a retreat held on August 28-29, 2023, the faculty identified two key needs: first, recalibrating enrollment as a metric of success and value in the college and at the university, and second, more active promotion in the college and university of the diverse contributions of our small interdisciplinary, humanities-based departments. We ask that higher administration, rather than requesting that we increase enrollment in our major, reorient how they value small interdisciplinary departments and work harder to promote our work, course offerings, and unique contributions.

As UMBC has articulated community engagement as one of its key institutional foci, American Studies has been at the cutting edge of public humanities research and has completed several highly visible and well-regarded community-based projects with intensive student involvement. The department believes that, given these deep community and student relationships, institutional assessments of enrollment should augment quantitative enrollment figures with qualitative assessments of how departments instruct, attract, and mentor students, majors and non-majors alike.

The department would advocate for a broader institutional assessment of “enrollment” to encompass instruction, research direction, and recruitment that impacts non-majors. As a department that teaches several courses that have wide appeal to non-majors within the General Education Program (GEP), the foundation of thousands of UMBC students’ training in arts, humanities, and culture is rooted in American Studies instruction. Furthermore, given the faculty’s intensive participation in undergraduate and graduate student research direction, American Studies attracts and mentors several non-majors at the university. We ask that this arduous labor receive more nuanced administrative consideration.

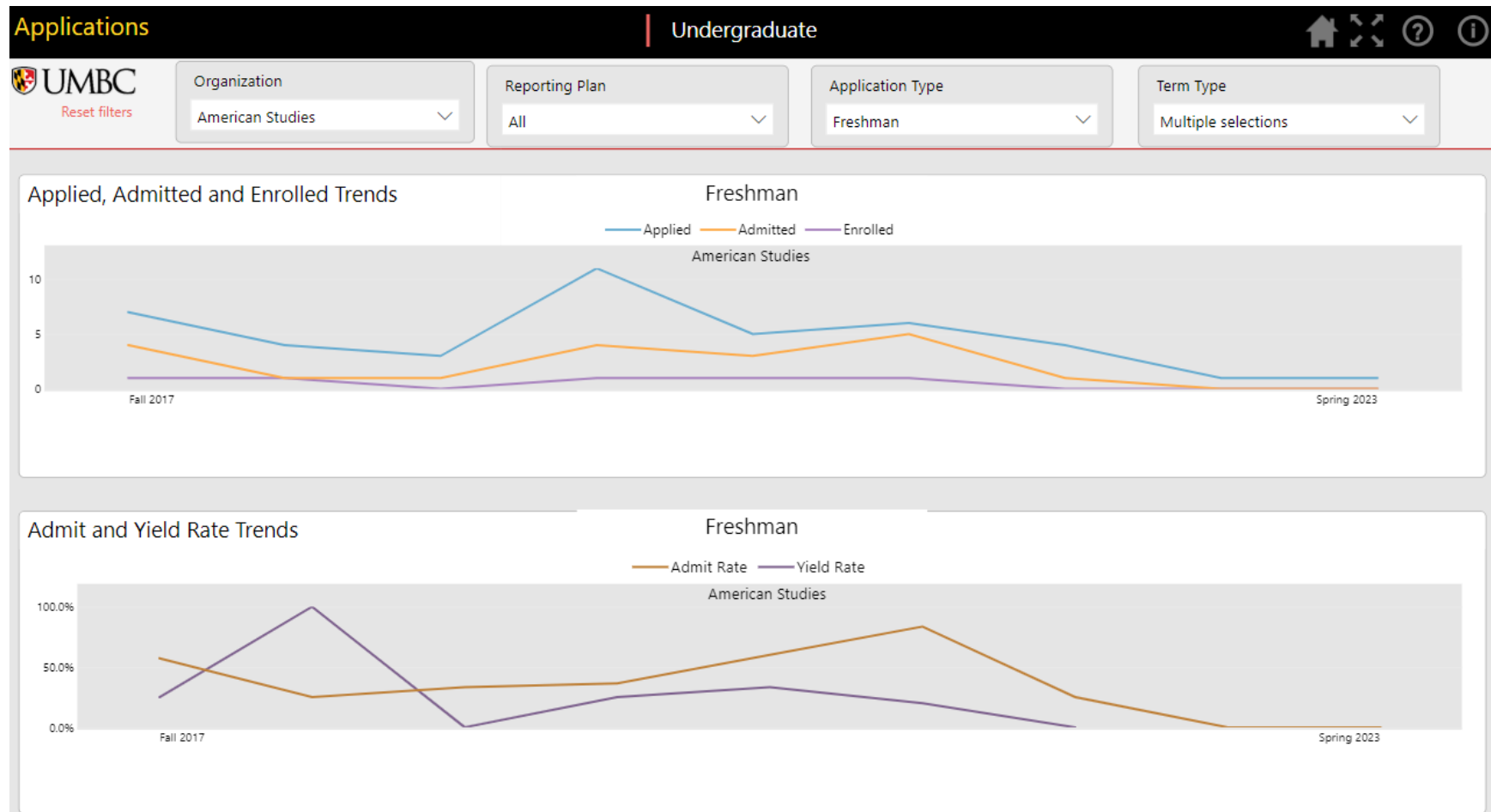
Appendices

- A| Data Provided by the University
- B| Public Humanities Annual Reports 2020-2023
- C| Assessment of Student Learning Outcomes
- D| Faculty CVs
- E| Assessment of Physical Facilities and Support Facilities
- F| Department Promotional Materials
- G| Departmental Advising Guidelines
- H| Student Research
- I| Potential Pathways
- J| Alumni Interest Survey
- K| Final Report Baltimore Field School 2021
- L| BFS 2.0 Preliminary Report January 2023
- M| BFS 2.0 Final Evaluation Report 2023
- N| American Studies Major Questionnaire and Responses
- O| Faculty Research Development Fund Application Guidelines
- P| Conference Funding Policy and Procedure
- Q| American Studies Teaching Development Fund
- R| American Studies Undergraduate Student Grant
- S| American Studies Courses with GEPs

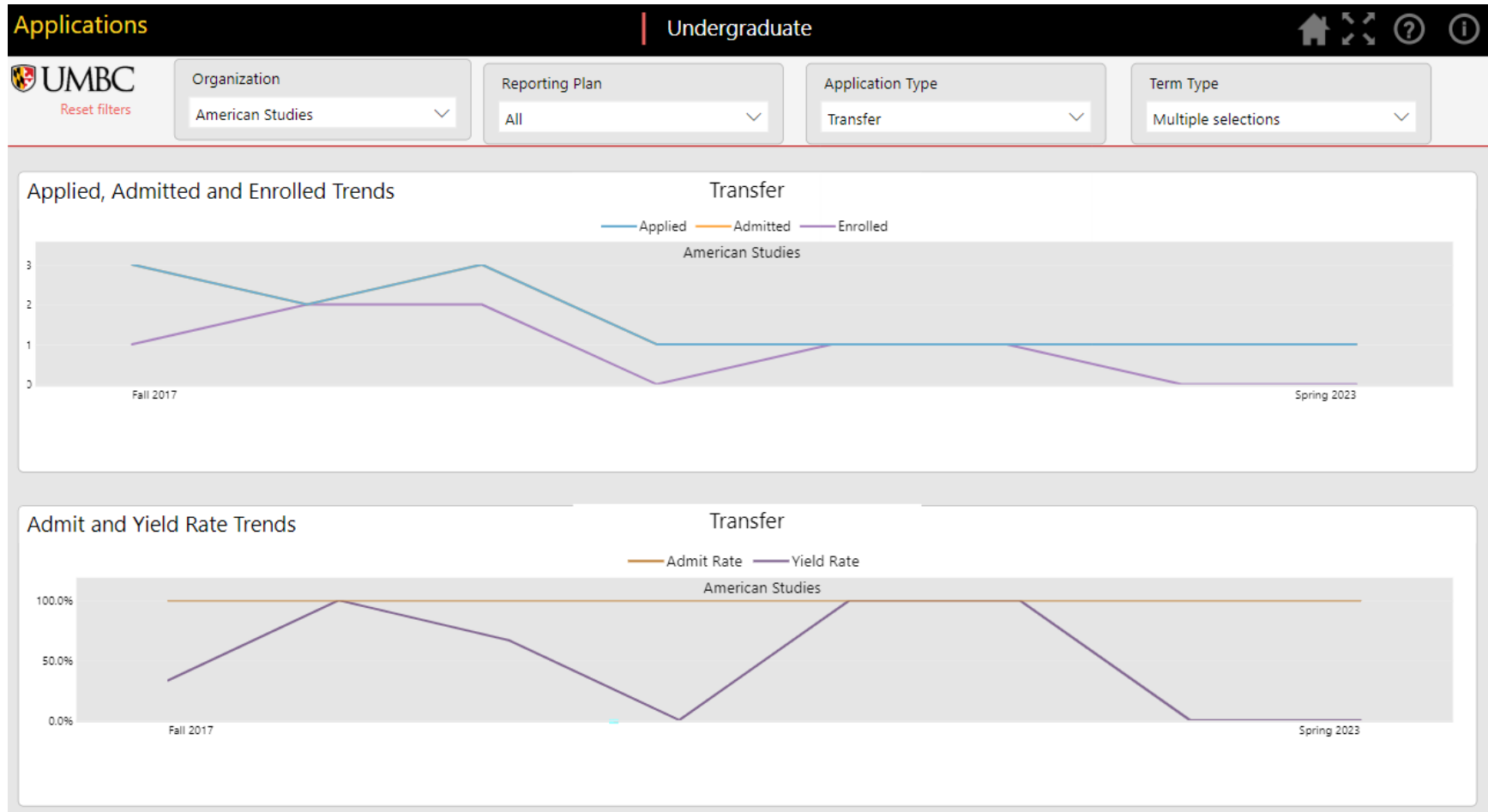
Appendix A: Program Data

Note: The source for all of the data in this Appendix is UMBC REX, the university's data warehousing system, provided by the Office of Institutional Research, Analysis & Decision Support and the REX Data Warehouse team, and reference data from relevant student, employee, and finance data tables, as well as other information systems across campus.

7-Year Admissions Trends: Admissions by Type (Freshman)



7-Year Admissions Trends: Admissions by Type (Transfer)



Plan Enrollments

Plan Enrollments Table

Undergraduate				Graduate			
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Bachelor							
Amer Std - BA	23	26	20	21	12	11	12
Primary Plan	21	25	18	18	9	10	12
Add'l Plan	2	1	2	3	3	1	
Minor							
Amer Std - Unknown	21	16	9	7	8	4	7
Add'l Plan	21	16	9	7	8	4	7
Pub Humanities - Unknown				2	4	4	2
Add'l Plan				2	4	4	2

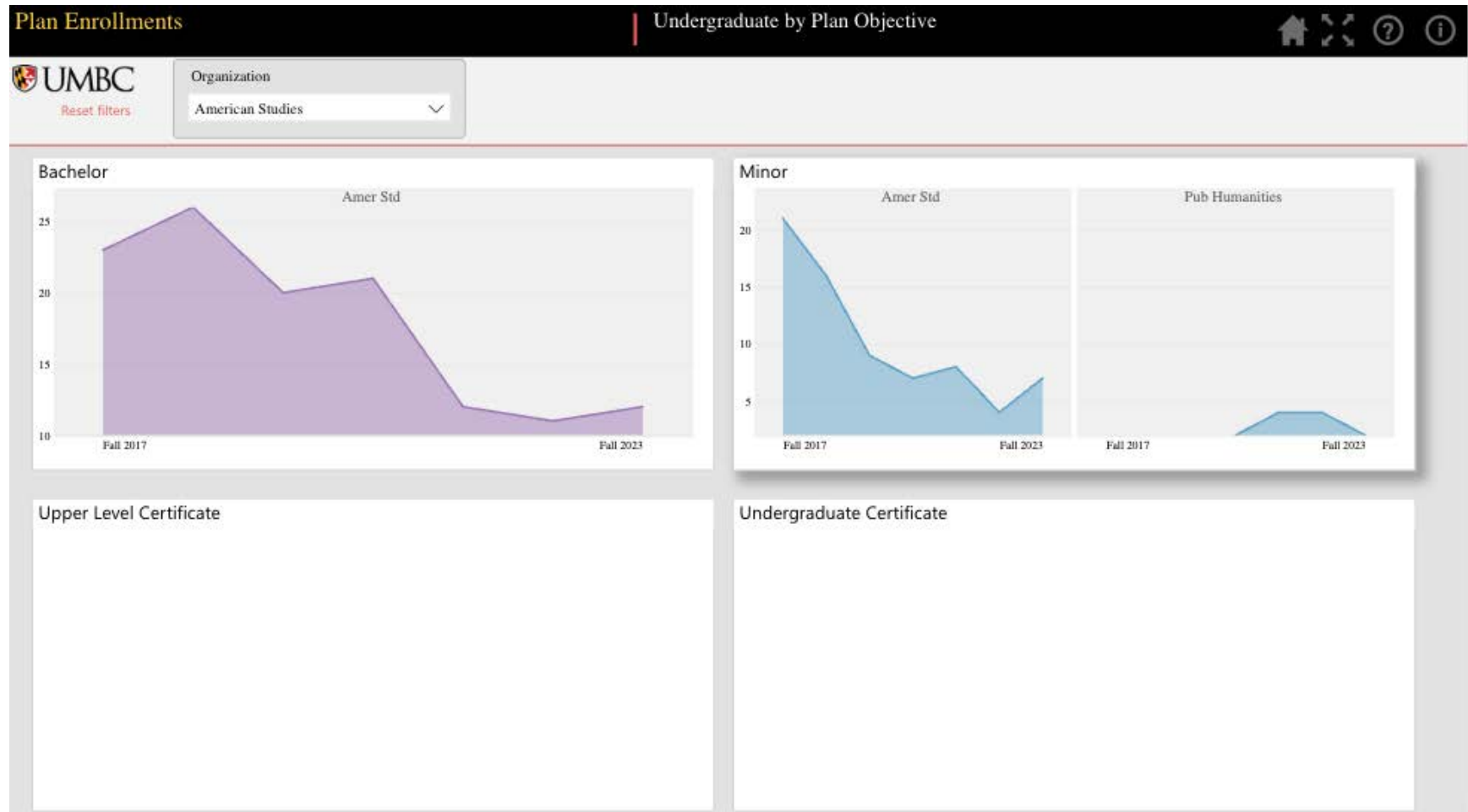
Note: Do not use to get university headcount enrollments. This data is a count of plans, students will be counted more than once in the report.
Source: FactStudentPlanBridge, /Census Data/Next Generation APR Pilot/Plan Enrollments Table

Degree and Plan Awards

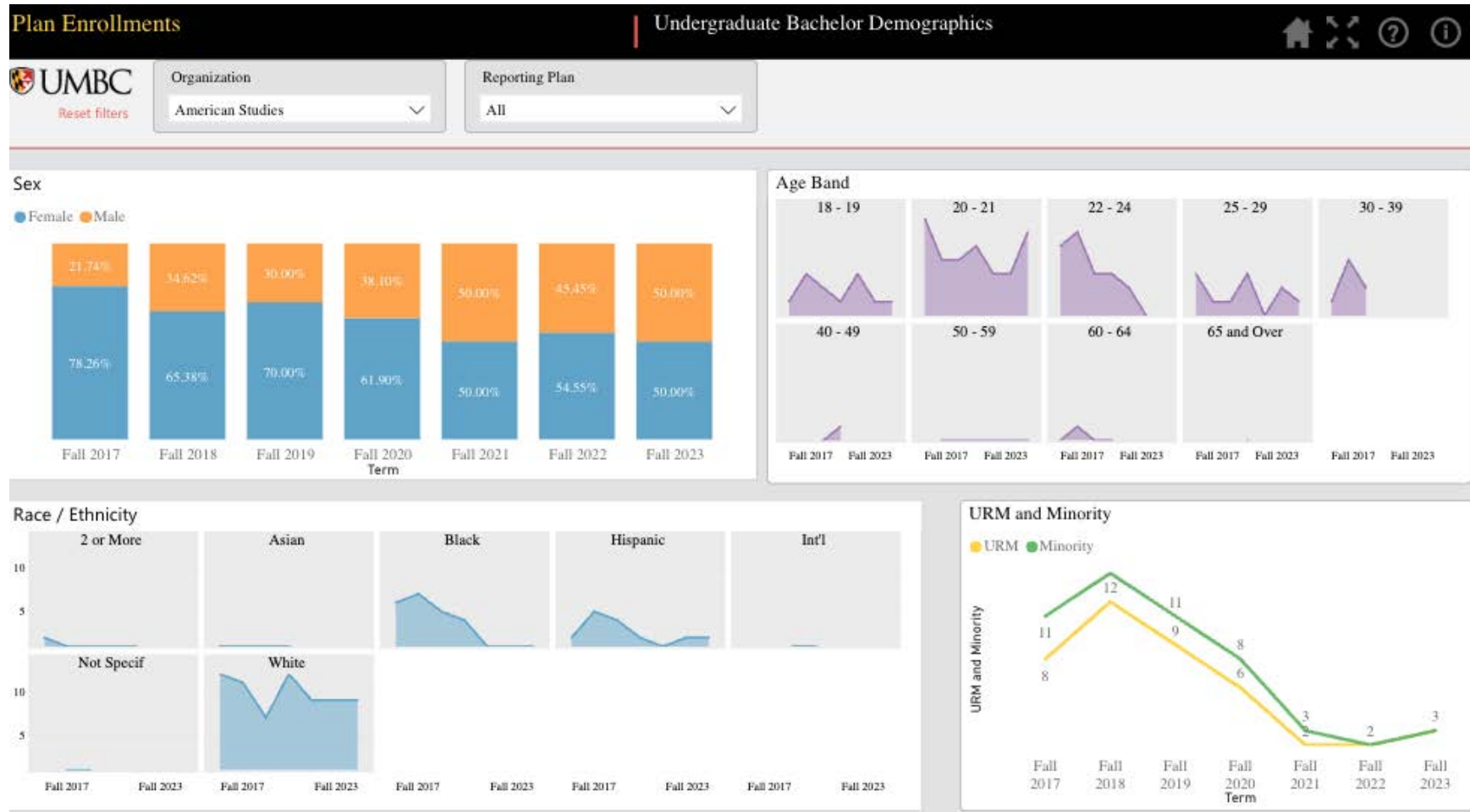
Degree and Plan Awards Table

Undergraduate	Graduate							
	2017	2018	2019	2020	2021	2022	2023	7 yr Avg
Bachelor								
American Studies- BA	8	11	8	8	5	9	2	7.3
Primary Plan	5	10	7	8	5	8	2	6.4
Additional Plans	3	1	1			1		0.9
Minor								
American Studies - Minor	23	12	14	5	7	6	4	10.1
Public Humanities - Minor					2	1	3	0.9

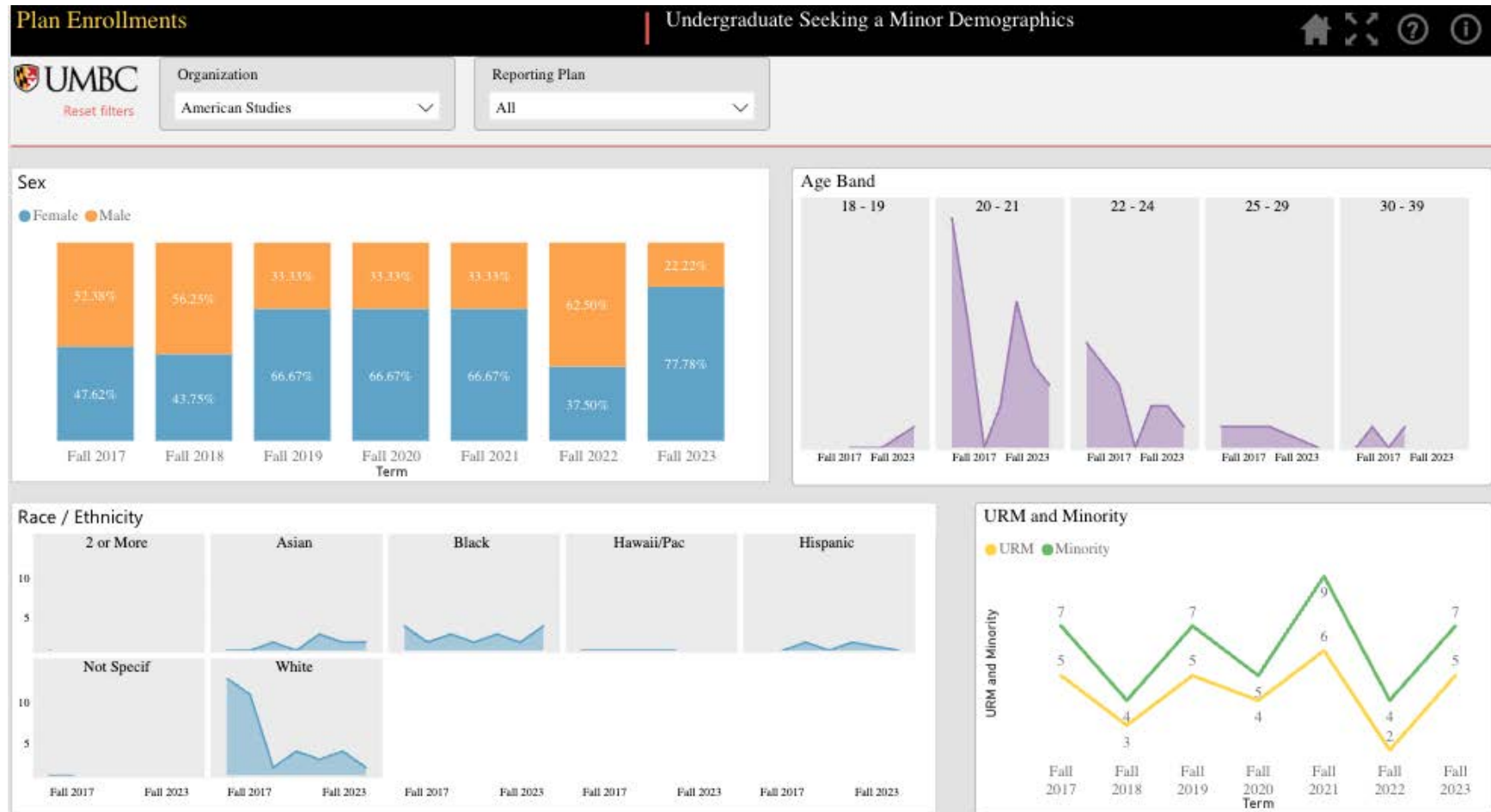
Plan Enrollments



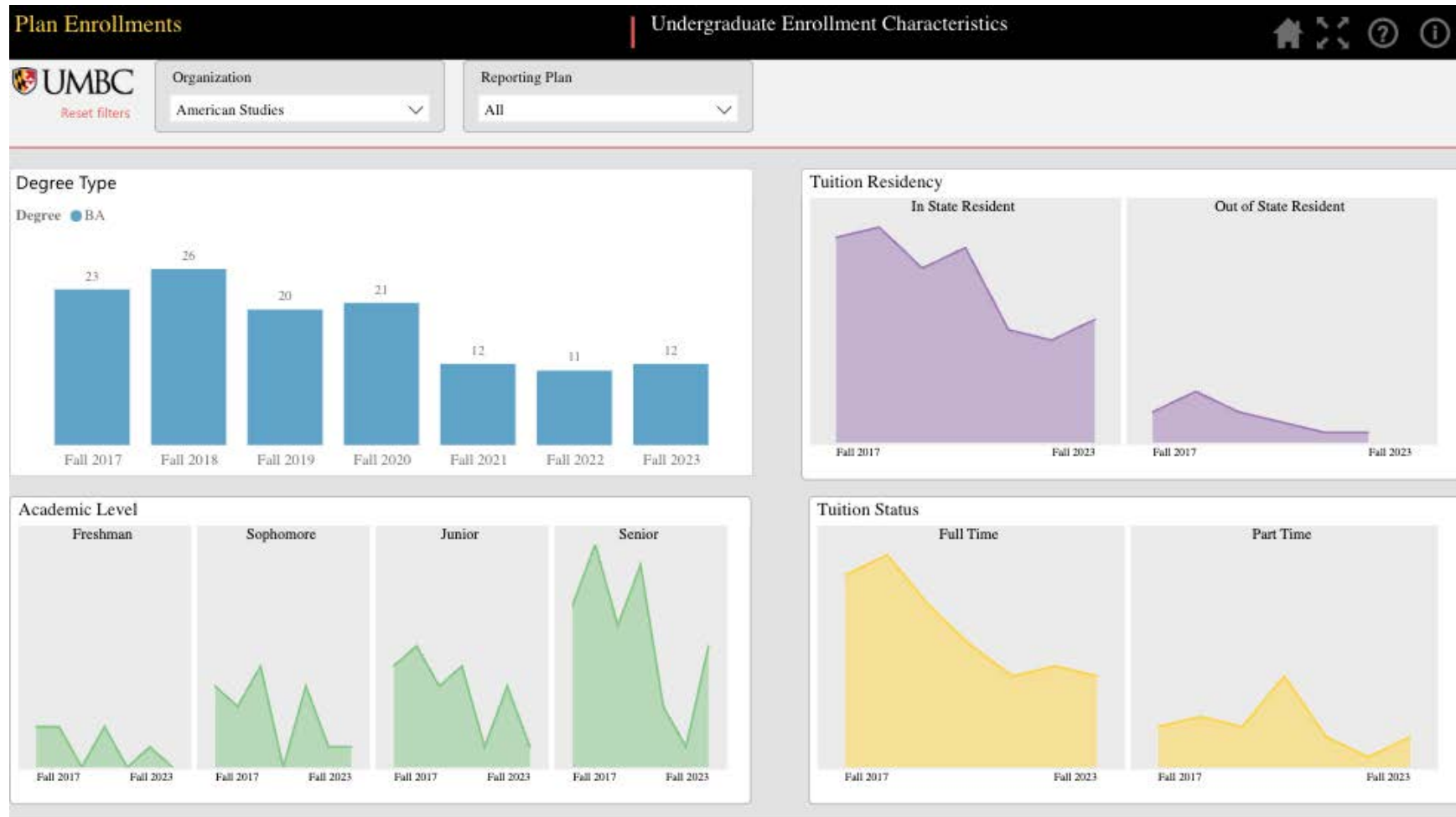
Plan Demographics



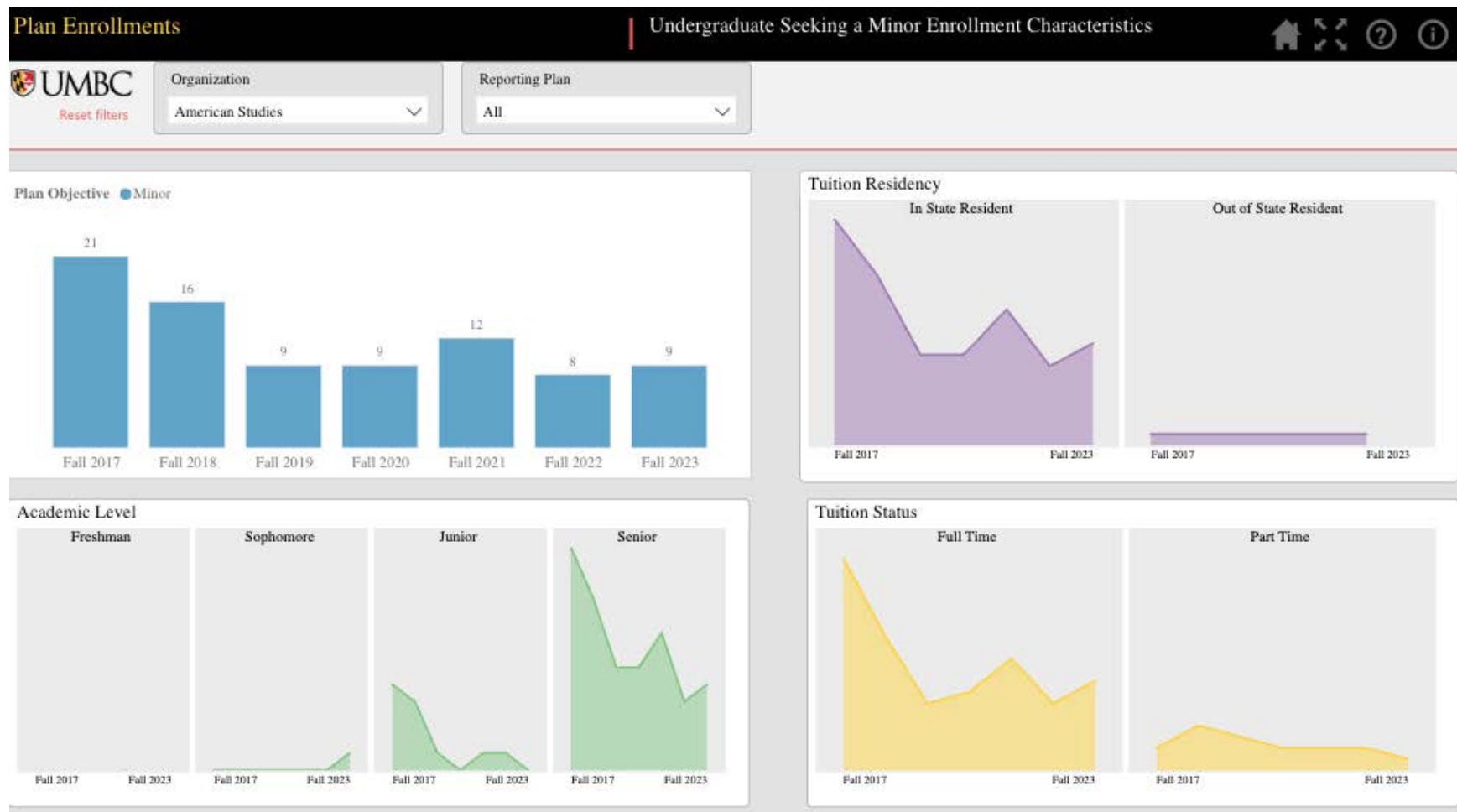
Plan Demographics (Seeking a Minor)



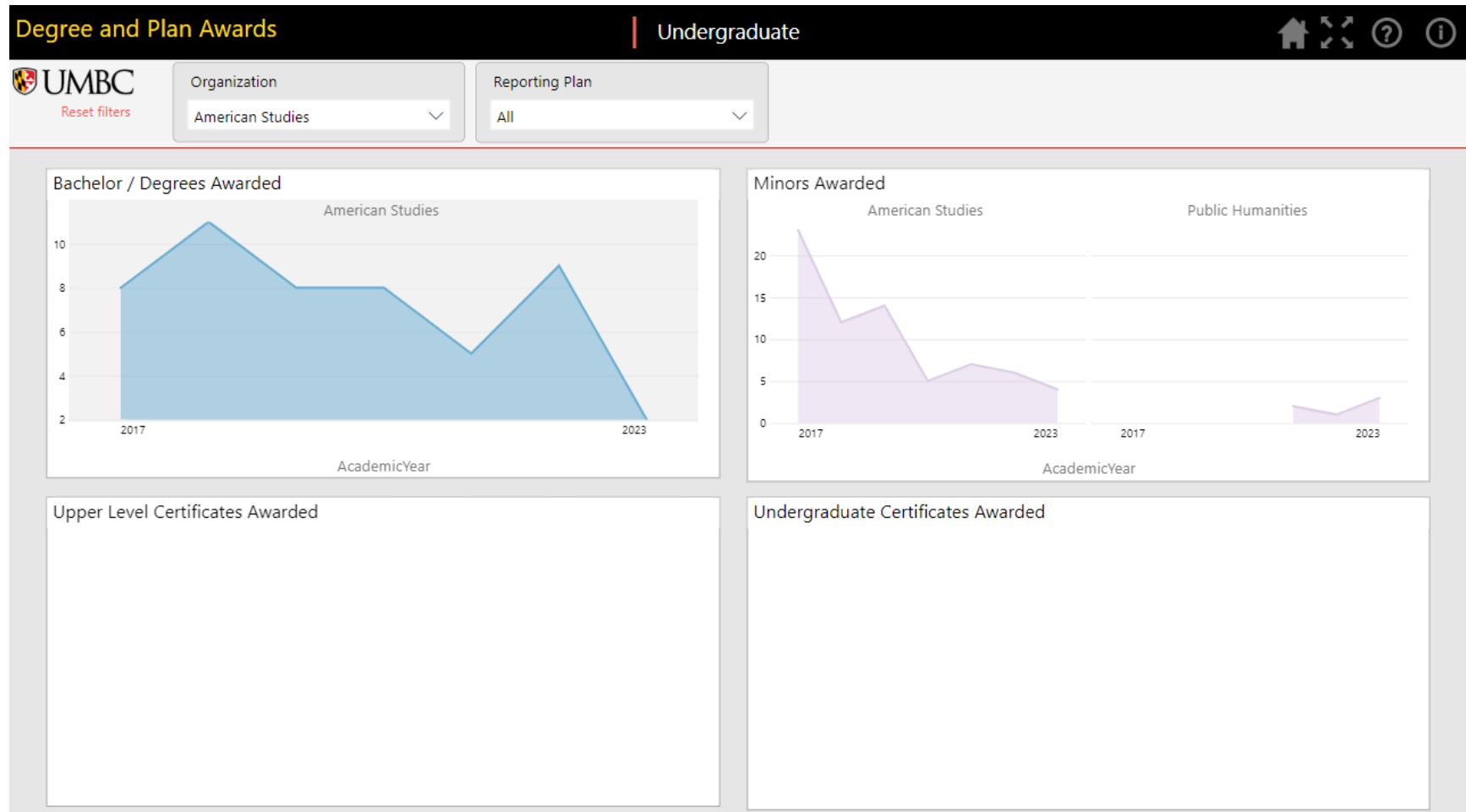
Enrollment Characteristics



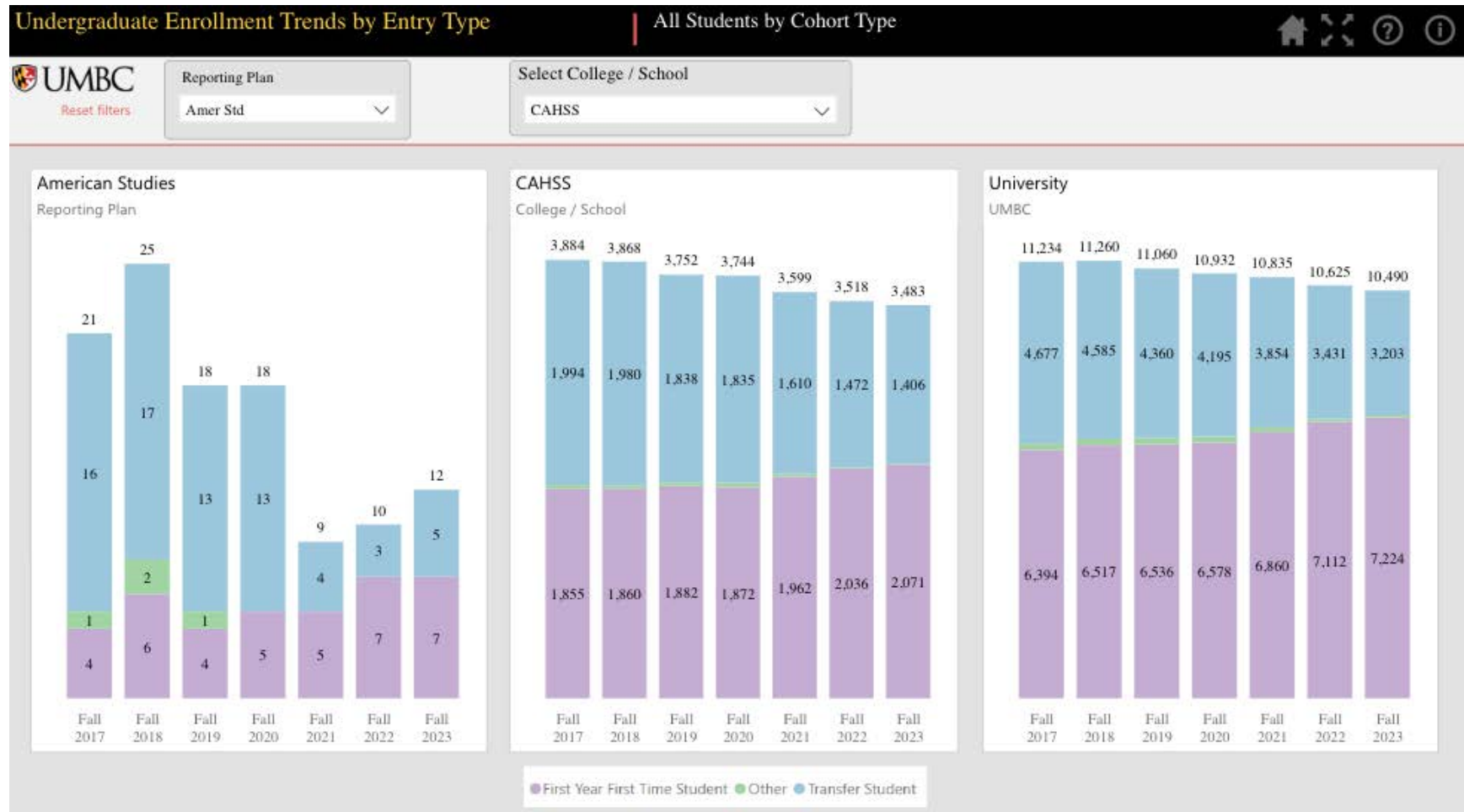
Enrollment Characteristics (Seeking a Minor)



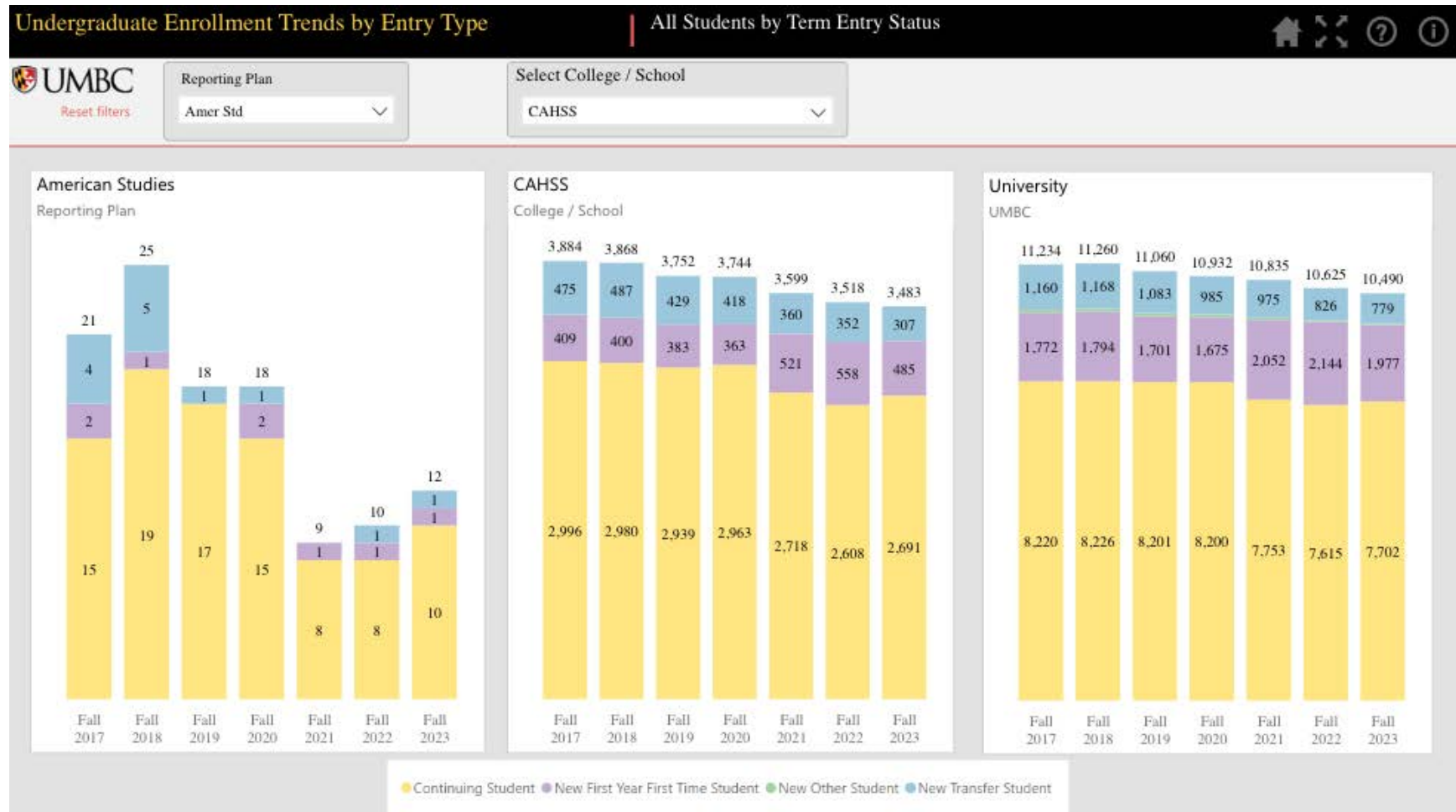
Degree and Plan Awards



Cohort Entry Type



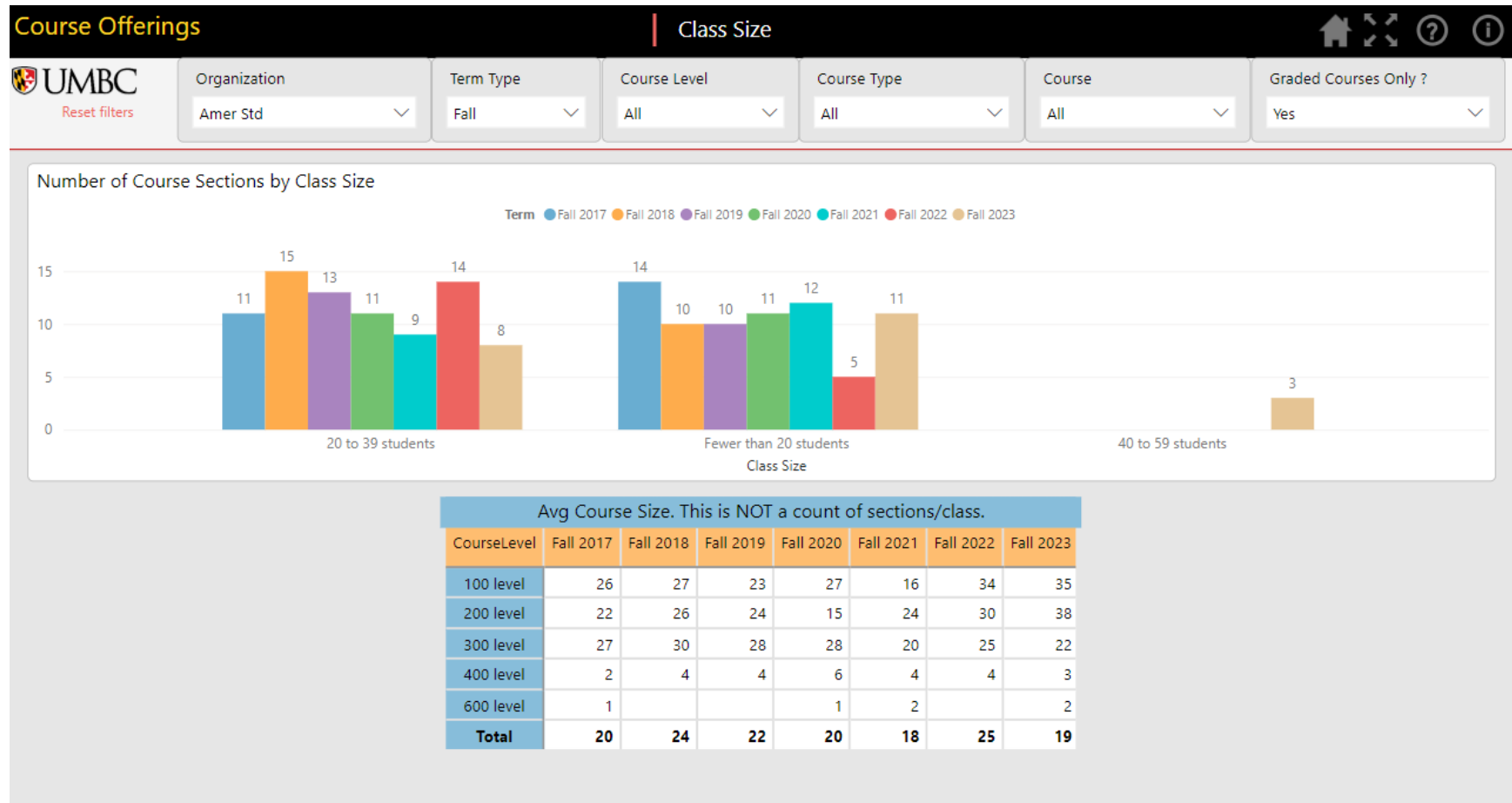
Enrollment by New / Continuing Status



New to UMBC Students by Term and Entry Status







Number of Course Offerings by Size




Course Sections and Enrollments by Level

Course Offerings

Course Sections & Enrollments by Level





Reset filters

Organization

Amer Std

Term Type

Fall

CourseLevel

All

Course Type

All






Course

All






Graded Courses Only ?

Yes

Number of Course Sections by Course Level

Course Level	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
 100 level	4	4	3	4	2	4	3
AMST 100	3	3	2	3	1	4	3
AMST 100Y	1	1	1	1	1		
 200 level	4	5	5	4	6	4	3
AMST 200	2	3	2	1	3	3	2
AMST 210	2	2	2	2	2		
PUBH 200			1	1	1	1	1
 300 level	11	12	10	9	9	8	8
 400 level	5	4	5	3	3	3	7
 600 level	1			2	1		1
Total	25	25	23	22	21	19	22

Total Course Enrollment (all sections) by Course Level

Course Level	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
 100 level	105	106	69	107	32	136	105
AMST 100	95	94	57	93	22	136	105
AMST 100Y	10	12	12	14	10		
 200 level	88	130	121	61	143	119	115
AMST 200	71	105	70	33	99	95	90
AMST 210	17	25	35	9	24		
PUBH 200			16	19	20	24	25
 300 level	292	356	284	248	180	199	175
 400 level	8	16	21	18	12	13	19
 600 level	1			2	2		2
Total	494	608	495	436	369	467	416

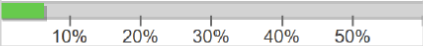
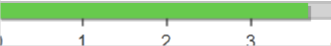
























Courses by DFW Rate and Average Grade (Spring 2023)

Courses by DFW Rate and Average Grade

Top 100 Courses sorted by DFW Rate (High to Low) with at least 1 grade(s) given

Selected Parameters

DFW % vs Avg Key: ■ = UMBC ■ = Course ■ = Section

Spring 2023	# Sect	DFW %	DFW % vs Avg	Grades	DFW	Avg Grade**	Avg Grade vs Avg
Full Selection		6.3%		317	20	3.67	
Session: 1							
AMST 357	1	50.0 %		4	2	3.00	
GWST 245	1	36.4 %		22	8	2.25	
AMST 200	2	11.5 %		61	7	3.67	
AMST 320	2	2.9 %		70	2	3.57	
AMST 100	2	1.6 %		61	1	3.85	
AMST 317	1	0.0 %		21	0	4.00	
AMST 345	2	0.0 %		50	0	3.92	
AMST 395	1	0.0 %		20	0	3.94	
AMST 422	1	0.0 %		5	0	4.00	
AMST 490	1	0.0 %		1	0	4.00	
AMST 497	1	0.0 %		1	0	4.00	
AMST 498	1	0.0 %		1	0		

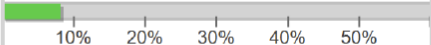

















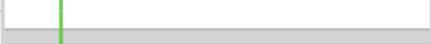



Courses by DFW Rate and Average Grade (Fall 2022)

Courses by DFW Rate and Average Grade

Top 100 Courses sorted by DFW Rate (High to Low) with at least 1 grade(s) given

Selected Parameters

DFW % vs Avg Key: ■ = UMBC ■ = Course ■ = Section

Fall 2022	# Sect	DFW %	DFW % vs Avg	Grades	DFW	Avg Grade**	Avg Grade vs Avg
Full Selection		8.2%		441	36	3.47	
Session: 1							
AMST 300	1	26.7 %		15	4	2.71	
AMST 395	1	14.7 %		34	5	3.03	
AMST 200	3	10.5 %		95	10	3.47	
AMST 345	1	10.0 %		20	2	3.50	
AMST 413	1	9.1 %		11	1	4.00	
AMST 322	2	7.9 %		63	5	3.40	
AMST 375	1	6.7 %		30	2	3.76	
AMST 100	4	5.1 %		136	7	3.51	
AMST 320	1	0.0 %		35	0	3.66	
AMST 497	2	0.0 %		2	0	4.00	

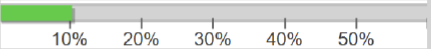
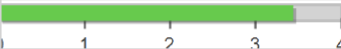


























Courses by DFW Rate and Average Grade (Spring 2022)

Courses by DFW Rate and Average Grade

Top 100 Courses sorted by DFW Rate (High to Low) with at least 1 grade(s) given

Selected Parameters

DFW % vs Avg Key: ■ = UMBC ■ = Course ■ = Section

Spring 2022	# Sect	DFW %	DFW % vs Avg	Grades	DFW	Avg Grade**	Avg Grade vs Avg
Full Selection		10.3%		321	33	3.43	
Session: 1							
AMST 497	2	50.0 %		2	1	2.00	
AMST 420	1	33.3 %		3	1	2.67	
AMST 403	1	25.0 %		4	1	3.00	
AMST 322	2	22.4 %		49	11	2.87	
AMST 380	1	13.3 %		15	2	3.07	
AMST 395	1	12.1 %		33	4	3.73	
AMST 200	2	11.9 %		67	8	3.62	
AMST 375	1	7.7 %		26	2	3.35	
AMST 100	1	5.7 %		35	2	3.34	
AMST 320	2	1.4 %		70	1	3.65	
AMST 300	1	0.0 %		14	0	4.00	
AMST 490	1	0.0 %		1	0	3.00	
AMST 498	2	0.0 %		2	0		

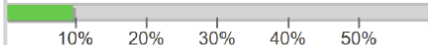
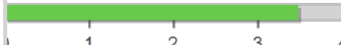
















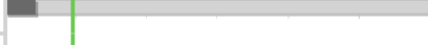









Courses by DFW Rate and Average Grade (Fall 2021)

Courses by DFW Rate and Average Grade

Top 100 Courses sorted by DFW Rate (High to Low) with at least 1 grade(s) given

Selected Parameters

DFW % vs Avg Key: ■ = UMBC ■ = Course ■ = Section

Fall 2021	# Sect	DFW %	DFW % vs Avg	Grades	DFW	Avg Grade**	Avg Grade vs Avg
Full Selection		9.6%		345	33	3.46	
Session: 1							
GWST 310	2	24.0 %		25	6	2.61	
CSST 210	2	20.8 %		24	5	3.10	
AMST 300	1	16.7 %		12	2	3.08	
AMST 380	1	16.7 %		6	1	3.80	
AMST 352	1	12.1 %		33	4	3.47	
AMST 100Y	1	10.0 %		10	1	3.40	
AMST 376	1	9.4 %		32	3	3.38	
AMST 200	3	8.1 %		99	8	3.58	
AMST 320	2	4.3 %		70	3	3.56	
AMST 100	1	0.0 %		22	0	3.91	
AMST 413	1	0.0 %		10	0	4.00	
AMST 497	1	0.0 %		1	0	4.00	
AMST 498	1	0.0 %		1	0		

Grade Comparison Course to Course (AMST 100 and AMST 200)

Grade Comparison - Course to Course

[Parameter Selections](#)

		Course B: AMST 200										Course B: Not Taken	Course A Total
		Section(s): All											
		A	B	C	D	F	Not Set	Other	P	W	Total		
Course A: AMST 100 Section(s): All	A	1									1	87	88
	B											33	33
	C				1						1	7	8
	D												
	F		1								1	3	4
	Not Set												
	Other												
	P												
	W											3	3
	Total	1	1		1						3	133	136
Course A: Not Taken		146	25	9	3	7		2		10	202		202
Course B Total		147	26	9	4	7		2		10	205	133	338

Course Summary		
Course A	Course B	N
AMST 100	AMST 200	3
AMST 100	Not Taken	133
Not Taken	AMST 200	202
Total		338

Grade Group Summary			
		AMST 200	
		ABC	DFW
AMST 100	ABC	1	1
	DFW	1	0

Relationship :	Course A taken BEFORE Course B
Course A :	563
	Terms : Fall 2022
Course B :	566
	All terms in future of Course A

Grade Distribution by Organization (Spring 2023)

Grade Distribution by Organization

Version: Current Snapshot (as of COB 9/25/2023)

[Selected Parameters](#)

Spring 2023	# Sect	Grades*	Grade Subset				Avg Grade**	Distribution
			DFW	DFW %	DFW % vs Avg			
UMBC	1,814	42,623	5,226	12.3 %	<div><div></div></div>	3.13	A B C D F W P C	
CAHSS	1,129	21,275	2,202	10.4 %	<div><div></div></div>	3.27	A B C D F W P C	
Afric Std	19	353	37	10.5 %	<div><div></div></div>	3.24	A B C D F W P C	
Amer Std	17	319	20	6.3 %	<div><div></div></div>	3.67	A B C D F W P C	
Anc Std	19	394	27	6.9 %	<div><div></div></div>	3.49	A B C D F W P C	
CAHSS, Othr	19	206	30	14.6 %	<div><div></div></div>	3.23	A B C D F W P C	
Dance	24	175	4	2.3 %	<div><div></div></div>	3.59	A B C D F W P C	
Economics	75	2,367	344	14.5 %	<div><div></div></div>	2.92	A B C D F W P C	
Education	27	278	36	12.9 %	<div><div></div></div>	3.30	A B C D F W P C	
Emgcy Hlth Srv	17	407	21	5.2 %	<div><div></div></div>	3.58	A B C D F W P C	
English	92	1,567	168	10.7 %	<div><div></div></div>	3.26	A B C D F W P C	
Gender,Women,Sexuality	28	444	83	18.7 %	<div><div></div></div>	3.02	A B C D F W P C	
Geog & Env Sys	38	1,368	149	10.9 %	<div><div></div></div>	3.08	A B C D F W P C	
History	46	863	103	11.9 %	<div><div></div></div>	3.21	A B C D F W P C	
Med & Comm Std	24	552	40	7.2 %	<div><div></div></div>	3.33	A B C D F W P C	
Modern LL & IC	160	2,481	353	14.2 %	<div><div></div></div>	3.09	A B C D F W P C	
Music	149	1,054	63	6.0 %	<div><div></div></div>	3.68	A B C D F W P C	
Philosophy	34	1,036	109	10.5 %	<div><div></div></div>	3.41	A B C D F W P C	
Political Sci	54	875	134	15.3 %	<div><div></div></div>	3.07	A B C D F W P C	
Psychology	102	3,191	216	6.8 %	<div><div></div></div>	3.37	A B C D F W P C	
Socy, Anth & Pub Health	58	1,762	159	9.0 %	<div><div></div></div>	3.33	A B C D F W P C	
Theatre	40	422	23	5.5 %	<div><div></div></div>	3.65	A B C D F W P C	
Visual Arts	87	1,161	83	7.1 %	<div><div></div></div>	3.42	A B C D F W P C	
CNMS	250	10,152	1,992	19.6 %	<div><div></div></div>	2.78	A B C D F W P C	
COEIT	276	8,247	813	9.9 %	<div><div></div></div>	3.16	A B C D F W P C	

* Grades include only non-blank grades and may not match enrollment

** Average Grade uses only A-F grades from credit bearing sections













Source: REX/Home//Student Records and Enrollment/Course EnrollmentGrade Distribution by Organization

Grade Distribution by Organization (Spring 2023) Continued

Grade Distribution by Organization

Version: Current Snapshot (as of COB 9/25/2023)

[Selected Parameters](#)

Spring 2023	# Sect	Grades*	Grade Subset			Avg Grade**	Distribution
			DFW	DFW %	DFW % vs Avg		
DPS	31	720	24	3.3 %		0.00	
Erickson	24	833	77	9.2 %		3.34	
OIA	6	66	5	7.6 %		3.83	
Prov/Acad Aff	21	182	8	4.4 %		3.78	
Soc Work	41	704	56	8.0 %		3.26	
UG Acad Aff	36	444	49	11.0 %		3.37	

Grade Distribution Trends (Fall 2017 - Fall 2023)

Grade Distribution Trends

Version: Current Snapshot (as of COB 9/25/2023)

[#gid=765444776&range=A6](#)

	A	B	C	D	F	P	W	ABC	DFW	Other	Total
Session: 1											
AMST 100	775	235	41	4	19	0	28	1051	51	0	1102
AMST 100Y	83	35	9	5	11	0	8	127	24	0	151
AMST 200	837	164	48	20	31	4	50	1049	101	4	1154
AMST 210	98	41	18	5	6	1	14	157	25	1	183
AMST 230	3	3	2	2	0	0	0	8	2	0	10
AMST 245	11	5	5	0	6	0	3	21	9	0	30
AMST 300	105	42	15	0	11	0	8	162	19	0	181
AMST 301	5	1	0	0	0	0	0	6	0	0	6
AMST 310	125	77	45	11	15	0	15	247	41	0	288
AMST 317	21	0	0	0	0	0	0	21	0	0	21
AMST 320	523	385	69	6	14	5	18	977	38	5	1020
AMST 321	40	12	3	2	1	0	3	55	6	0	61
AMST 322	207	112	50	11	23	10	27	369	61	10	440
AMST 325	150	18	8	2	5	0	7	176	14	0	190
AMST 327	63	17	3	0	0	0	0	83	0	0	83
AMST 344	9	22	3	1	1	0	4	34	6	0	40
AMST 345	234	52	9	5	7	1	4	295	16	1	312
AMST 352	281	83	14	5	11	0	17	378	33	0	411
AMST 357	23	8	0	2	2	0	3	31	7	0	38
AMST 365	16	13	4	0	1	0	2	33	3	0	36
AMST 369	15	9	5	0	0	0	0	29	0	0	29
AMST 372	70	19	7	1	2	0	7	96	10	0	106

Grade Distribution Trends (Fall 2017 - Fall 2023) Continued

Grade Distribution Trends

Version: Current Snapshot (as of COB 9/25/2023)

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AMST 375	339	183	54	4	7	0	17	576	28	0	604
AMST 376	210	77	9	2	13	2	5	296	20	2	318
AMST 380	50	26	15	1	5	0	2	91	8	0	99
AMST 382	58	14	4	2	3	0	4	76	9	0	85
AMST 385	43	26	2	0	3	0	2	71	5	0	76
AMST 388	19	3	2	0	2	0	0	24	2	0	26
AMST 391	2	3	1	0	1	0	1	6	2	0	8
AMST 395	202	64	21	5	16	0	11	287	32	0	319
AMST 403	17	1	0	0	2	0	1	18	3	0	21
AMST 413	31	2	1	0	0	0	3	34	3	0	37
AMST 420	2	0	0	0	1	0	0	2	1	0	3
AMST 422	36	10	3	0	1	0	2	49	3	0	52
AMST 460	1	2	2	0	0	0	1	5	1	0	6
AMST 464	18	13	2	0	5	0	2	33	7	0	40
AMST 480	3	0	0	0	0	0	1	3	1	0	4
AMST 490	39	16	4	0	2	0	4	59	6	0	65
AMST 496	6	1	0	0	0	0	0	7	0	0	7
AMST 497	27	0	0	0	1	0	1	27	2	0	29
AMST 498	0	0	0	0	0	22	2	0	2	22	24
AMST 680	9	0	0	0	0	0	0	9	0	0	9
AMST 682	5	0	0	0	0	0	0	5	0	0	5
Session: 4W1											
AMST 210	12	4	3	0	4	0	2	19	6	0	25
AMST 320	3	3	2	0	0	0	0	8	0	0	8

Grade Distribution Trends (Fall 2017 - Fall 2023) Continued

Grade Distribution Trends

Version: Current Snapshot (as of COB 9/25/2023)

[#gid=765444776&range=A6](#)

AMST 498	0	0	0	0	0	34	0	0	0	34	34
Session: 4W2											
AMST 380	3	0	0	0	0	0	0	3	0	0	3
Session: 6W1											
AMST 200	15	5	3	0	0	0	2	23	2	0	25
AMST 210	14	2	3	0	1	0	0	19	1	0	20
AMST 300	1	0	0	0	0	0	0	1	0	0	1
AMST 310	59	28	13	6	10	1	10	100	26	1	127
AMST 320	103	78	20	1	2	0	4	201	7	0	208
AMST 325	14	13	2	1	1	0	1	29	3	0	32
AMST 352	7	1	2	1	0	0	0	10	1	0	11
AMST 358	5	8	2	0	0	0	0	15	0	0	15
AMST 395	3	2	0	1	1	0	0	5	2	0	7
AMST 490	0	1	0	0	0	0	0	1	0	0	1
AMST 497	2	1	0	0	0	0	0	3	0	0	3
AMST 498	0	0	0	0	0	25	0	0	0	25	25
Session: 6W2											
AMST 100	54	6	0	0	2	0	3	60	5	0	65
AMST 200	18	1	0	0	0	0	2	19	2	0	21
AMST 210	4	1	0	0	1	0	2	5	3	0	8
AMST 301	1	0	0	0	0	0	0	1	0	0	1
AMST 352	85	7	3	1	9	0	6	95	16	0	111
AMST 375	22	6	0	0	1	0	1	28	2	0	30
AMST 395	35	8	2	0	1	0	0	45	1	0	46

Grade Distribution Trends (Fall 2017 - Fall 2023) Continued

Grade Distribution Trends

Version: Current Snapshot (as of COB 9/25/2023)

[#gid=765444776&range=A6](#)

AMST 490	1	0	0	0	0	0	0	1	0	0	1
AMST 497	1	0	0	0	0	0	0	1	0	0	1
Session: 8W1											
AMST 497	1	0	0	0	0	0	0	1	0	0	1
Session: MIN											
AMST 100	20	6	1	0	1	0	0	27	1	0	28
AMST 200	18	3	0	1	0	0	1	21	2	0	23
AMST 210	37	8	0	0	0	0	1	45	1	0	46
AMST 310	48	20	8	2	4	0	3	76	9	0	85
AMST 320	111	63	11	0	3	1	1	185	4	1	190
AMST 322	30	13	6	0	2	0	0	49	2	0	51
AMST 325	6	6	2	0	0	0	0	14	0	0	14
AMST 352	18	10	3	1	0	0	1	31	2	0	33
AMST 395	55	4	0	0	4	0	2	59	6	0	65

Course Enrollment Capacity Comparison to Prior Year (Spring 2023)

Course Enrollment Capacity Comparison to Prior Year

- How do our seat counts for the selected term compare to the prior year? Are we offering more or fewer seats?
- How do our section counts for the selected term compare to the prior year? Are we offering more or fewer sections?
- How much did course enrollment capacity change in the prior year between advance registration and begin term census (BTC aka Day 10)?

[Parameter Selections](#)



Loss of seats



Gain in seats



PY Enrollment > Capacity



Courses with PY Enrollment > Current Capacity

Spring 2023

Spring 2023	Enrollment Capacity											
	Spring 2023 Current vs PY Advance Registration				Spring 2023 Current vs PY Begin Term Census			Prior Year	Enrolled		Section Comp	
	Difference		Sp 23	PY Adv Reg	Difference	Sp 23	PY BTC	BTC vs Adv Reg	PY BTC	Over Cap	Sp 23	vs PY Adv Reg
College												
UMBC Total	- 112		343	455	- 97	343	440	- 15	320		18	- 3
CAHSS	- 112		343	455	- 97	343	440	- 15	320	7	18	- 3
AMST	- 112		343	455	- 97	343	440	- 15	320	7	18	- 3
No Differences	+ 0		85	85	+ 0	85	85	+ 0	71		3	0
AMST 100	+ 25		60	35	+ 25	60	35	+ 0	35		2	+ 1
AMST 200	- 6		60	66	- 6	60	66	+ 0	67	1	2	0
AMST 300	- 15			15	- 15		15	+ 0	14	1		- 1
AMST 317	+ 20		20		+ 20	20		+ 0			1	+ 1
AMST 322	- 68			68	- 68		68	+ 0	49	1		- 2
AMST 345	+ 60		60		+ 60	60		+ 0			2	+ 2
AMST 375	- 25			25	- 25		25	+ 0	26	1		- 1
AMST 380	- 35			35	- 20		20	- 15	17	1		- 1
AMST 395	- 13		20	33	- 13	20	33	+ 0	33	1	1	0
AMST 403	- 13			13	- 13		13	+ 0	4	1		- 1
AMST 422	+ 20		20		+ 20	20		+ 0			1	+ 1
AMST 497	- 31		9	40	- 31	9	40	+ 0	2		3	- 1
AMST 498	- 31		9	40	- 31	9	40	+ 0	2		3	- 1

Note : This only includes sections with an active status and printed in the schedule of classes

Course Enrollment Capacity Comparison to Prior Year (Fall 2023)

Course Enrollment Capacity Comparison to Prior Year

- How do our seat counts for the selected term compare to the prior year? Are we offering more or fewer seats?
- How do our section counts for the selected term compare to the prior year? Are we offering more or fewer sections?
- How much did course enrollment capacity change in the prior year between advance registration and begin term census (BTC aka Day 10)?

[Parameter Selections](#)



Loss of seats



Gain in seats



PY Enrollment > Capacity



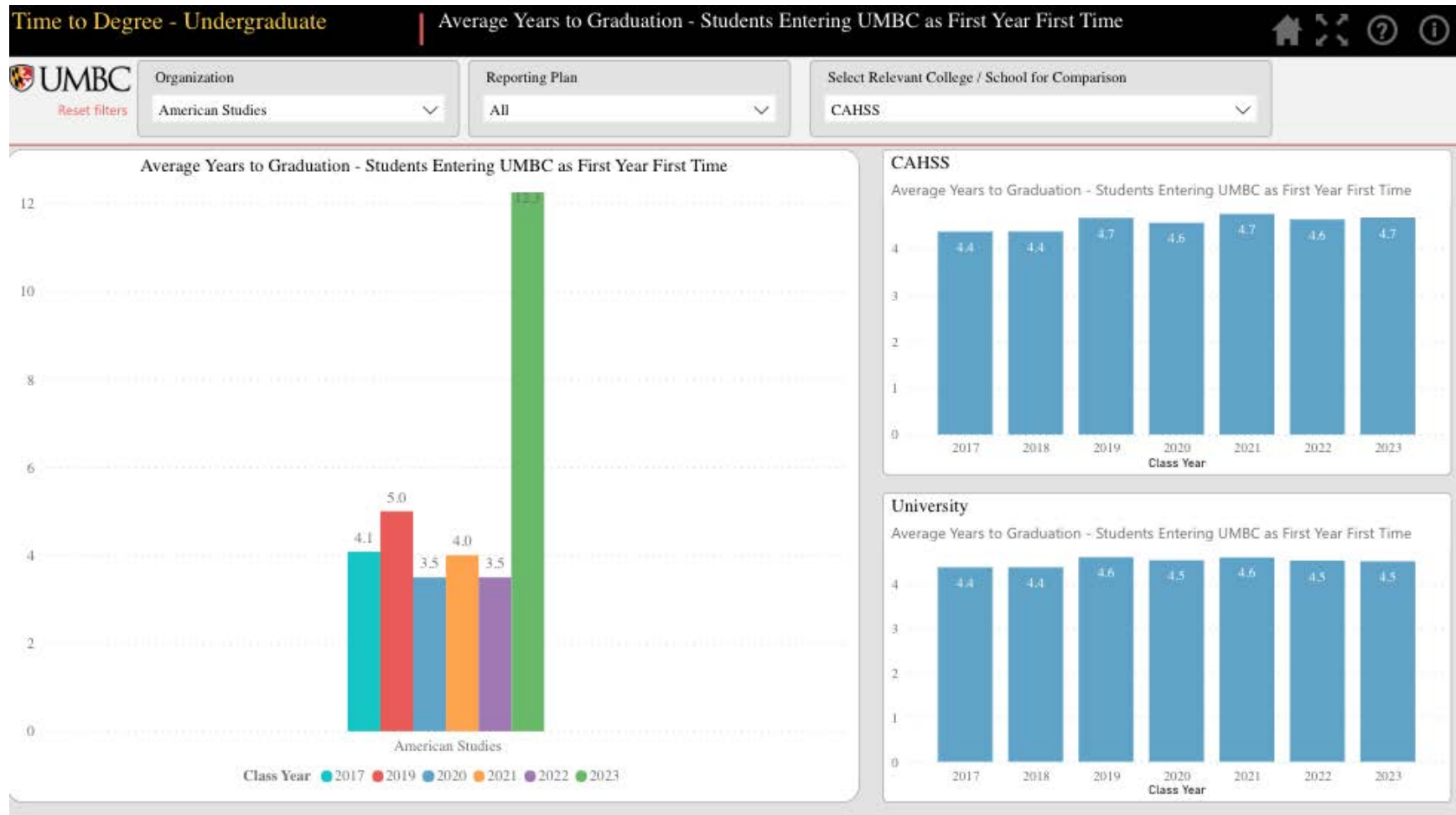
Courses with PY Enrollment > Current Capacity

Fall 2023

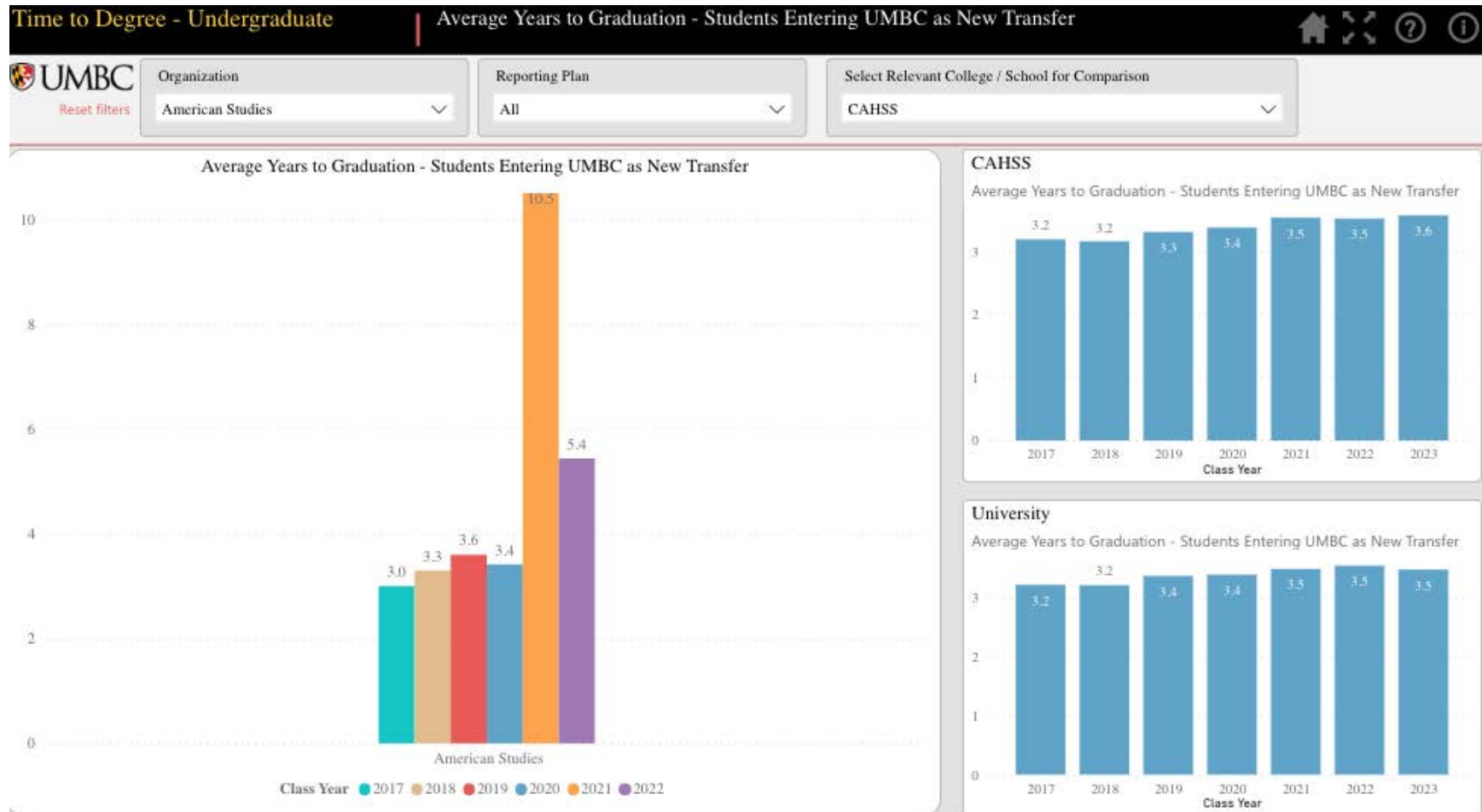
Fall 2023	Enrollment Capacity												
	Fall 2023 Current vs PY Advance Registration				Fall 2023 Current vs PY Begin Term Census			Prior Year	Enrolled		Section Comp		
	College	Difference	Fa 23	PY	Difference	Fa 23	PY	BTC vs Adv Reg	PY BTC	Over Cap	Fa 23	vs PY	
				Adv Reg			BTC					Adv Reg	Adv Reg
UMBC Total	+ 128		437	309	- 57		437	494	+ 185	442		23	+ 2
CAHSS	+ 128		437	309	- 57		437	494	+ 185	442	6	23	+ 2
AMST	+ 128		437	309	- 57		437	494	+ 185	442	6	23	+ 2
No Differences	+ 0		70	70	+ 0		70	70	+ 0	28		10	0
AMST 100	+ 5		105	100	- 30		105	135	+ 35	136	1	3	0
AMST 200	+ 90		90		- 5		90	95	+ 95	95	1	2	+ 2
AMST 317	+ 60		60		+ 60		60		+ 0			2	+ 2
AMST 320	+ 35		70	35	+ 35		70	35	+ 0	35		2	+ 1
AMST 322	- 70			70	- 70			70	+ 0	63	1		- 2
AMST 345	+ 0				- 20			20	+ 20	20	1		0
AMST 375	- 30			30	- 30			30	+ 0	30	1		- 1
AMST 380	+ 20		20		+ 20		20		+ 0			1	+ 1
AMST 395	+ 20		20		- 15		20	35	+ 35	35	1	1	+ 1
AMST 490	- 2		2	4	- 2		2	4	+ 0	0		2	- 2

Note : This only includes sections with an active status and printed in the schedule of classes

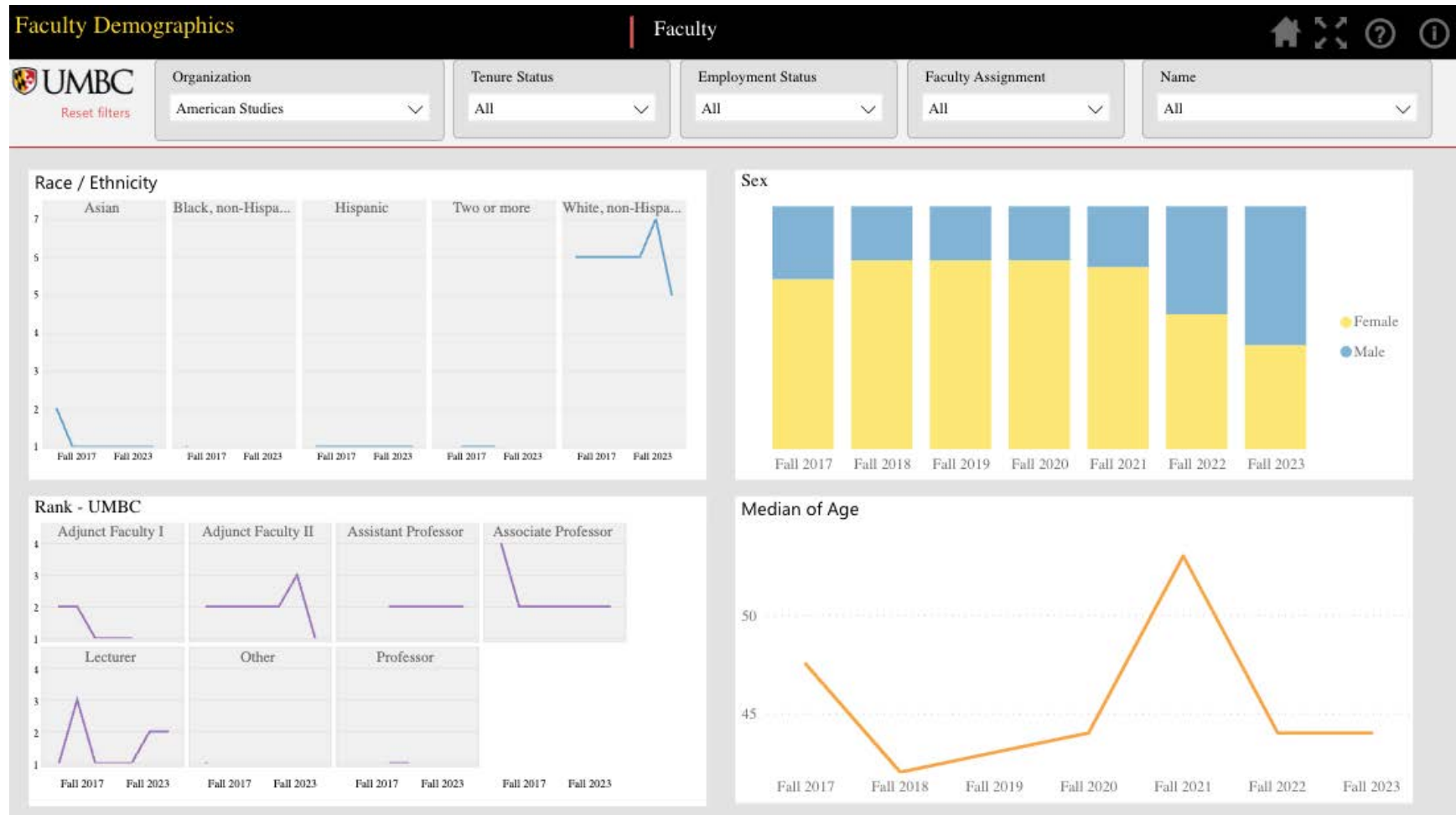
Average Time to Degree (Entering as First Year First Time)



Average Time to Degree (Entering as Transfer)



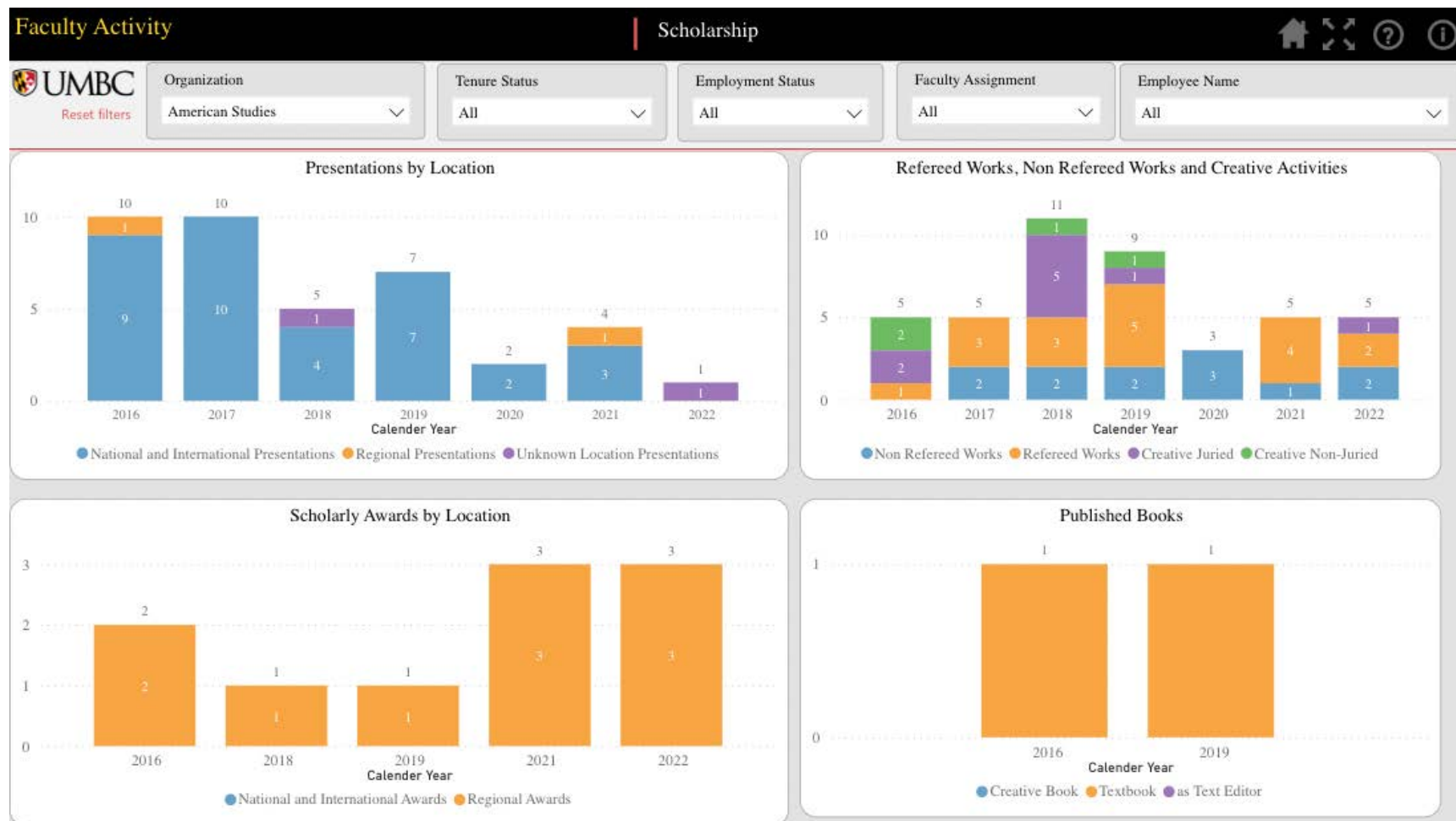
Faculty Demographics



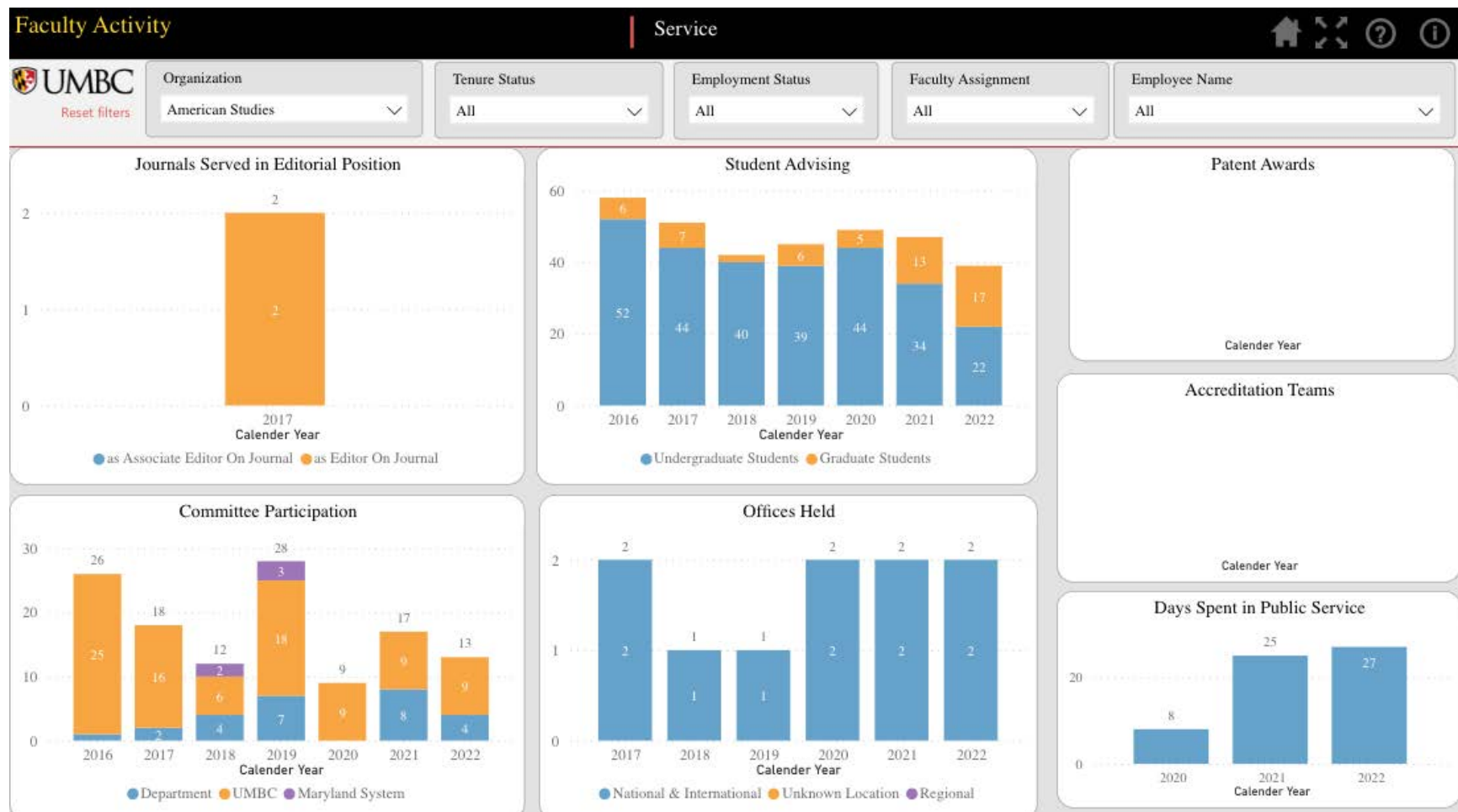
Student Faculty Ratios



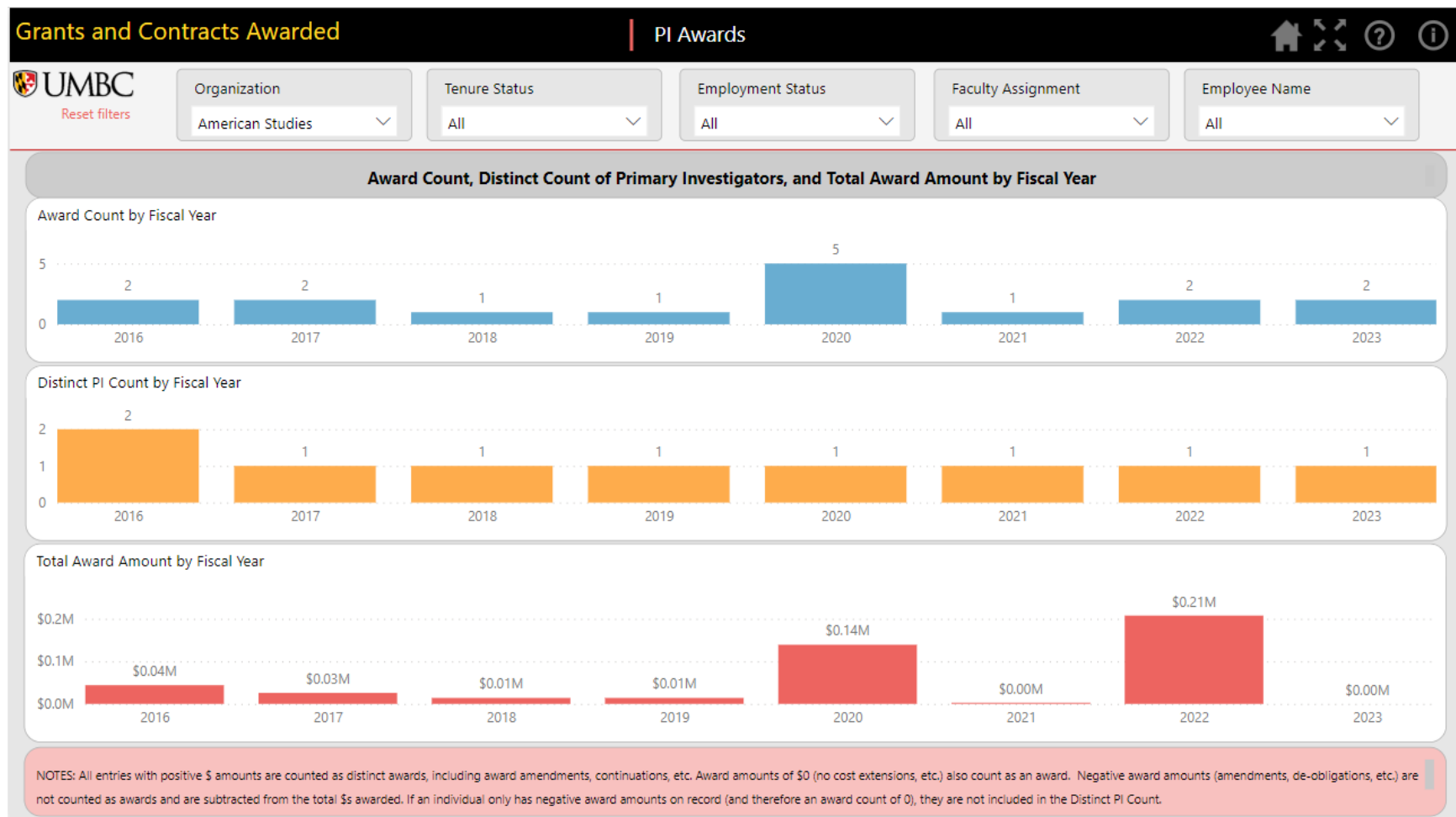
Faculty Productivity - Research



Faculty Productivity - Service




Grants Awarded (PI Awards)



Grants Awarded (PI Award Detail)

Grants and Contracts Awarded
PI Award Detail


Reset filters

Organization
American Studies

Tenure Status
All

Employment Status
All

Faculty Assignment
All

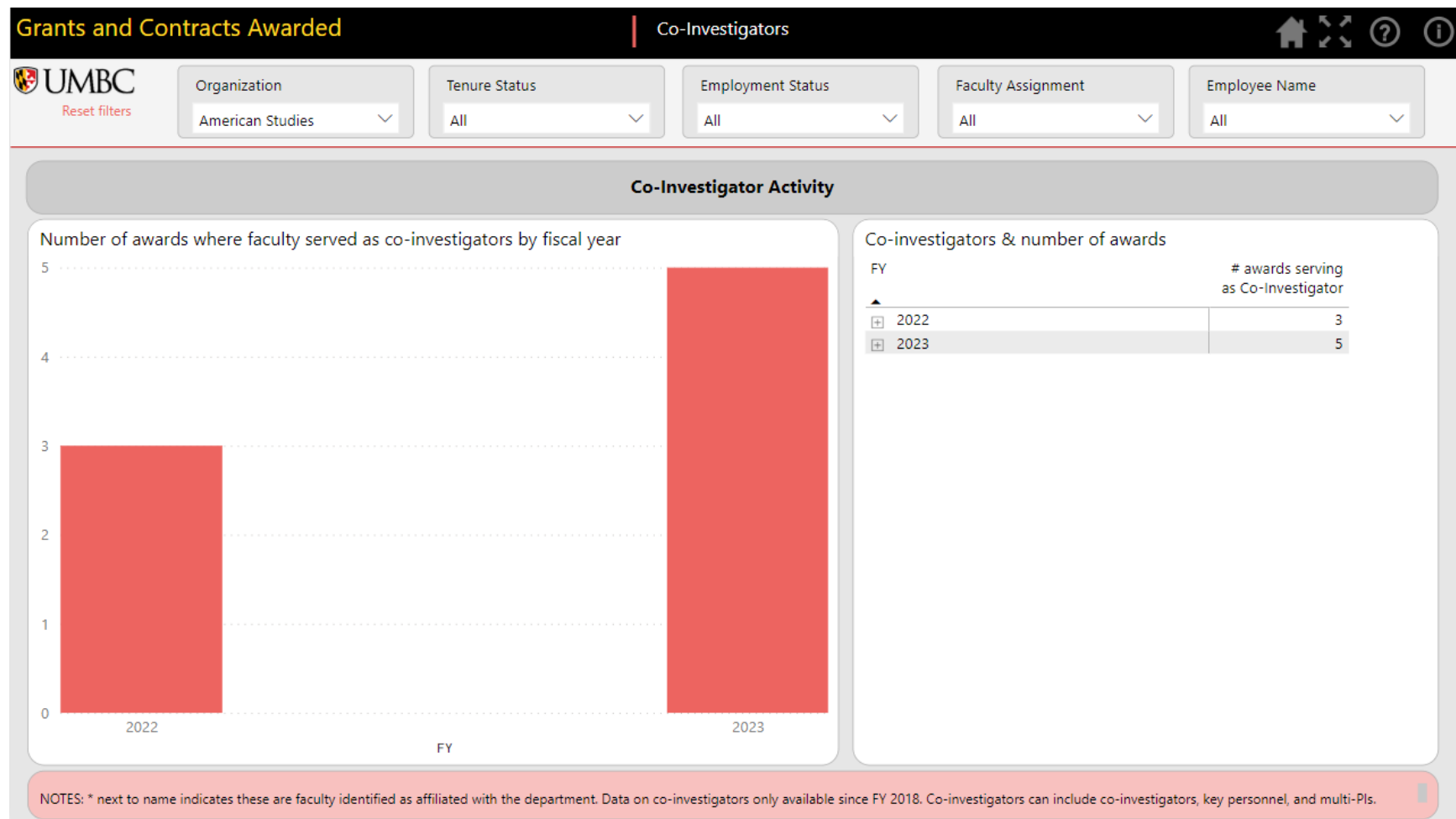
Employee Name
All

of Primary Investigators, Award Counts and Award Amounts by Fiscal Year

Award Count				
FY		Award Count	Distinct PI Count	Award Amount
+ 2023		2	1	\$0
+ 2022		2	1	\$207,500
+ 2021		1	1	\$2,000
+ 2020		5	1	\$139,000
+ 2019		1	1	\$14,000
+ 2018		1	1	\$14,000
+ 2017		2	1	\$26,000
+ 2016		2	2	\$44,000

NOTES: * next to name indicates these are faculty identified as affiliated with the department. Data presented in this table are for all PI records from the Office of Sponsored Programs, and therefore may include individuals with only negative award amounts and an award count of 0. Therefore, the distinct PI count in this table may differ from visualization in the PI Awards tab.

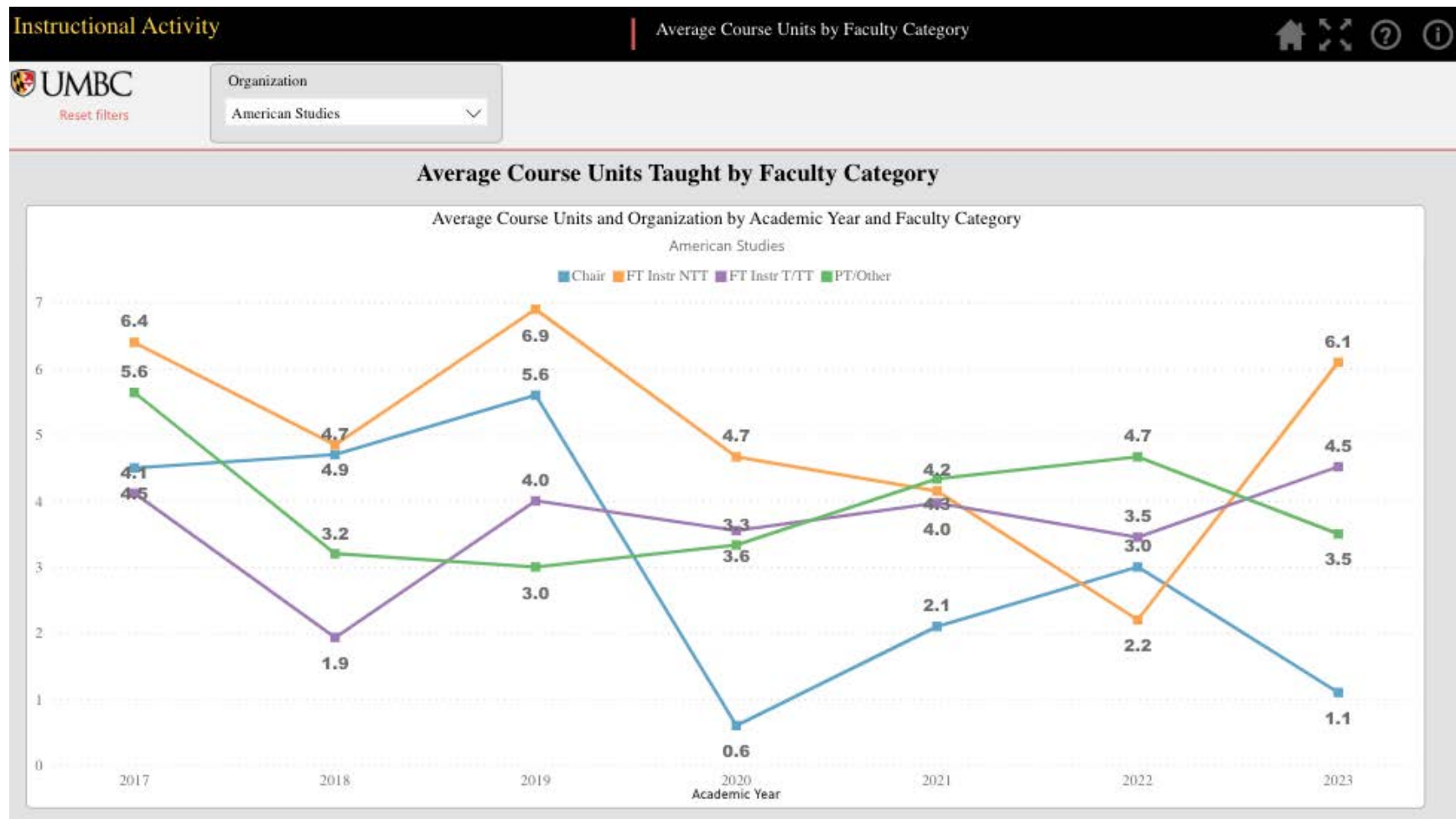
Grants Awarded (Co-Investigator Awards)



Credit Hours Taught



Average Course Units by Faculty Category



Total Credit Hours Taught by Level



SEEQ (Course Evaluation) Summary Over Time

SEEQ Course Summary Over Time Student Course Evaluations

Reporting Org: American Studies
Beginning with term Fall 2017

Term	Subject	Catalog Number	Section	Response Rate	Enrolled	Overall, question 30							Overall, question 31							Overall, question 32						
						Course	Org	UMBC	Level	Course			Course	Org	UMBC	Level	Course			Course	Org	UMBC	Level	Course		
										vs Orq	vs UMBC	vs Level					vs Orq	vs UMBC	vs Level					vs Orq	vs UMBC	vs Level
Fall 2017				53.0 %	474	4.40	4.44	4.11	4.00	-0.04	0.29	0.40	4.53	4.59	4.24	4.17	-0.06	0.30	0.37	4.56	4.62	4.28	4.21	-0.06	0.28	0.35
Fall 2018				50.2 %	590	4.52	4.47	4.10	4.00	0.05	0.42	0.52	4.65	4.63	4.25	4.21	0.02	0.40	0.44	4.66	4.64	4.29	4.26	0.02	0.37	0.40
Fall 2019				53.0 %	474	4.54	4.53	4.14	4.09	0.00	0.39	0.45	4.75	4.71	4.28	4.27	0.04	0.47	0.48	4.74	4.71	4.32	4.30	0.03	0.42	0.44
Fall 2020				34.0 %	420	4.73	4.76	4.14	4.06	-0.03	0.59	0.67	4.82	4.87	4.25	4.20	-0.04	0.57	0.63	4.83	4.88	4.30	4.25	-0.05	0.53	0.58
Fall 2021				37.9 %	356	4.73	4.67	4.19	4.10	0.05	0.54	0.63	4.73	4.78	4.31	4.24	-0.05	0.42	0.49	4.74	4.79	4.35	4.28	-0.05	0.40	0.47
Fall 2022				37.6 %	452	4.55	4.58	4.13	4.00	-0.02	0.42	0.56	4.76	4.73	4.26	4.16	0.02	0.50	0.60	4.73	4.75	4.30	4.20	-0.02	0.43	0.52
Spring 2018				49.9 %	505	4.47	4.42	4.13	4.02	0.05	0.34	0.45	4.68	4.65	4.27	4.20	0.04	0.42	0.49	4.65	4.63	4.30	4.23	0.02	0.35	0.42
Spring 2019				39.8 %	482	4.30	4.35	4.15	4.07	-0.05	0.15	0.23	4.47	4.54	4.27	4.21	-0.06	0.20	0.26	4.50	4.56	4.31	4.26	-0.06	0.19	0.24
Spring 2020				31.1 %	444	4.65	4.68	4.20	4.10	-0.02	0.46	0.55	4.80	4.78	4.30	4.22	0.01	0.50	0.57	4.85	4.84	4.34	4.26	0.01	0.51	0.58
Spring 2021				39.2 %	500	4.59	4.58	4.19	4.10	0.01	0.40	0.49	4.75	4.73	4.31	4.23	0.02	0.45	0.52	4.76	4.75	4.34	4.27	0.01	0.42	0.49
Spring 2022				26.1 %	307	4.38	4.35	4.18	4.03	0.03	0.19	0.34	4.55	4.54	4.30	4.14	0.01	0.25	0.41	4.60	4.59	4.33	4.17	0.01	0.26	0.42
Spring 2023				49.5 %	313	4.66	4.59	4.17	4.05	0.07	0.48	0.61	4.77	4.74	4.31	4.23	0.03	0.46	0.54	4.80	4.75	4.34	4.25	0.04	0.45	0.54
Summer 2018				37.9 %	87	4.51	4.42	4.30	4.41	0.09	0.22	0.10	4.63	4.58	4.43	4.53	0.05	0.20	0.10	4.65	4.57	4.47	4.58	0.08	0.18	0.08
Summer 2019				54.2 %	59	4.68	4.56	4.21	4.15	0.11	0.47	0.52	4.69	4.59	4.36	4.30	0.09	0.33	0.39	4.70	4.63	4.40	4.35	0.08	0.30	0.35
Summer 2020				25.8 %	97	4.73	4.75	4.16	4.07	-0.02	0.56	0.66	4.74	4.79	4.29	4.30	-0.05	0.45	0.43	4.87	4.88	4.34	4.36	-0.01	0.53	0.50
Summer 2021				40.2 %	87	4.44	4.34	4.24	4.16	0.10	0.20	0.28	4.80	4.71	4.35	4.35	0.08	0.45	0.45	4.80	4.71	4.39	4.38	0.08	0.41	0.42
Summer 2022				32.2 %	59	4.86	4.58	4.32	4.26	0.28	0.54	0.59	4.93	4.79	4.44	4.47	0.14	0.49	0.46	4.95	4.84	4.47	4.46	0.10	0.48	0.48
Summer 2023				24.0 %	75	4.53	4.50	4.17	4.27	0.03	0.36	0.26	4.63	4.67	4.28	4.37	-0.04	0.34	0.26	4.65	4.72	4.34	4.41	-0.07	0.31	0.24
Winter 2018				37.9 %	29	4.63	4.73	4.33	4.43	-0.10	0.30	0.20	4.50	4.64	4.44	4.47	-0.14	0.06	0.03	4.63	4.73	4.51	4.54	-0.10	0.11	0.09
Winter 2019				40.4 %	47	4.22	4.16	4.21	4.22	0.06	0.01	0.00	4.19	4.21	4.33	4.33	-0.02	-0.15	-0.14	4.29	4.32	4.39	4.36	-0.02	-0.10	-0.07
Winter 2020				46.3 %	41	4.41	4.37	4.30	4.23	0.04	0.11	0.18	4.49	4.58	4.44	4.53	-0.09	0.05	-0.04	4.60	4.63	4.48	4.57	-0.03	0.11	0.03
Winter 2021				21.5 %	79	4.78	4.71	4.32	4.34	0.08	0.47	0.44	4.89	4.88	4.43	4.44	0.01	0.47	0.45	4.98	4.94	4.46	4.51	0.04	0.52	0.47
Winter 2022				27.5 %	69	4.43	4.37	4.36	4.42	0.07	0.08	0.02	4.52	4.47	4.38	4.40	0.05	0.14	0.12	4.60	4.53	4.44	4.48	0.07	0.16	0.12
Winter 2023				30.4 %	69	4.69	4.62	4.27	4.35	0.07	0.42	0.34	4.79	4.81	4.40	4.52	-0.02	0.38	0.27	4.76	4.76	4.43	4.49	0.00	0.33	0.27

0.00 course score less than or equal to .25 under comparable (dark red font, white background)
0.00 course score greater than .25 under comparable (dark red font, pink background)
0.00 course score less than or equal to .25 over comparable (dark green font, white background)
0.00 course score greater than .25 over comparable (dark green font, light green background)

Who Are We Teaching

Who Are We Teaching

Parameter Selections

Based on UG student plans whose students are in courses taught within Org = **American Studies**

Summer 2013 - Spring 2023

All Colleges with a student in my courses			
	Distinct Count of Students		Pct of All
All	7,742		
CAHSS	4,587		59 %
COEIT	2,062		27 %
CNMS	1,703		22 %
UG Acad Aff	736		10 %
Soc Work	288		4 %
Prov/Acad Aff	159		2 %
Erickson	52		1 %

* Students with multiple plans will be counted multiple times

Top 20 Rptg Orgs with a student in my courses			
	Distinct Count of Students		Pct of All
All	7,742		
Psychology	1,415		18 %
Biol Sci	1,197		15 %
Info Sys	1,067		14 %
Socy, Anth & Pub Health	724		9 %
Comp Sci & EE	692		9 %
Med & Comm Std	639		8 %
Economics	551		7 %
Ofc of UG Educ	500		6 %
Political Sci	438		6 %
Math & Stat	297		4 %
Social Work	288		4 %
Amer Std	274		4 %
History	255		3 %
Visual Arts	240		3 %
Modern LL & IC	232		3 %
Geog & Env Sys	215		3 %
Mech Eng	213		3 %
Chemistry	212		3 %
English	209		3 %
CAHSS, Othr	198		3 %

Top 20 Plans with a student in my courses			
	Distinct Count of Students		Pct of All
All	7,742		
Psychology	1,415		18 %
Biol Sci	1,172		15 %
Info Sys	736		10 %
Med & Comm Std	639		8 %
Political Sci	410		5 %
Sociology	376		5 %
Comp Sci	344		4 %
Bus Tech Admin	338		4 %
Public Health	319		4 %
Economics	293		4 %
Amer Std	269		3 %
Fin Economics	264		3 %
History	253		3 %
Mathematics	253		3 %
Social Work	252		3 %
Pre-Comp Sci	245		3 %
UG Std: Allied Hlth	231		3 %
UG Std: Exploratory	199		3 %
Honors Coll	172		2 %
Mech Eng	168		2 %

Program Expenditures by Fund Type

Organization - American Studies

Fiscal Year / Expense Detail	1. General Instruction State Supported Expenditures	2. Non State Supported Instruction Expenditures	3. Research Expenditures - Restricted	4. Research Expenditures- Unrestricted	Total
2023	\$549,472	\$5,703	\$161,874	\$24,872	\$741,921
1. Salaries - Tenure or Tenured Track	\$378,779				\$378,779
Faculty Not Tenured On Track	\$158,487				\$158,487
Faculty Tenured	\$220,292				\$220,292
2. Salaries Other Faculty	\$103,334		\$32,500	\$3,250	\$139,084
Faculty Not Tenured Not on Tr	\$70,484				\$70,484
Faculty, Contractual	\$32,850		\$32,500	\$3,250	\$68,600
3. Salaries - All Other	\$43,965		\$25,186	\$989	\$70,141
Fringe Benefits			\$4,124	\$281	\$4,405
Nonexempt Regular	\$40,452				\$40,452
NonExempt, Contingent I	\$2,160		\$18,062		\$20,222
Student, Hourly	\$1,354		\$3,000	\$709	\$5,062
4. Other Expenditures	\$23,395	\$5,703	\$104,188	\$20,633	\$153,918
7020100	\$3,750	\$750	\$600	\$2,750	\$7,850
7021000	\$400				\$400
7022100	\$400				\$400
7029900			\$1,800		\$1,800
7030100	\$11				\$11
7040100	\$125			\$484	\$609
7040200	\$200				\$200
7040300	\$7,759			\$3,217	\$10,975

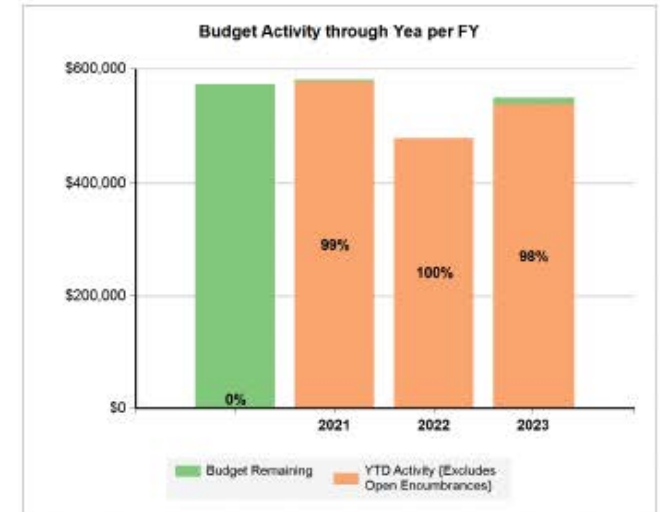
Fiscal Year / Expense Detail	1. General Instruction State Supported Expenditures	2. Non State Supported Instruction Expenditures	3. Research Expenditures - Restricted	4. Research Expenditures- Unrestricted	Total
7080400		(\$709)	\$925	\$1,346	\$1,562
7089900	\$500	\$5,000	\$82,350	\$8,564	\$96,414
7090200	\$6,331		\$0	\$787	\$7,118
7090400	\$20	\$66			\$86
7091400	\$0		\$20	\$155	\$175
7091401			\$366		\$366
7091409	\$697			\$760	\$1,457
7091410			\$1,000		\$1,000
7092000	\$1,082		\$2,899	\$2,571	\$6,552
7092010			\$2,769		\$2,769
7099900			\$562		\$562
7099950		\$596			\$596
7130500	\$2,119				\$2,119
8139900			\$10,897		\$10,897

Fiscal Year 2023 Budget

Budget to Actual Summary by Fiscal Year

Fund	1111 - State Support
Department	10011 - American Studies
YTD Through	Year - End 2023
Carry Forward Amount	\$13,767.00
Current Fiscal Year Summary	
Current FY Budget * (includes Turnover Expectancy)	\$548,168.00
YTD Revenue *	\$18,584.32
YTD Expenditure *	-\$556,085.78
Open Encumbrances *	\$0.00
Total Amount Available *	\$24,433.54
Percent of FY Passed	100%
Total Percent of Annual Budget Depleted (includes Open Encumbrances)	98%

Revenue	
Budgeted Revenue	\$0.00
YTD Revenue *	\$18,584.32
Revenue Surplus	\$18,584.32
Salary & Wages	
Budgeted	\$535,677.00
Turnover Expectancy *	\$0.00
YTD Expenses *	-\$532,683.25
Amount Remaining	\$2,993.75
Fringe Benefits	
Budgeted	
YTD Expenses *	\$0.00
Amount Remaining	\$0.00
Operating Costs	
Budgeted	\$12,491.00
YTD Expenses *	-\$23,402.53
Open Encumbrances *	\$0.00
Amount Remaining	-\$10,911.53



Account Description	Current Monthly Revenue *	Fiscal Year Totals				
		Current Budget *	YTD Actuals	Open Encumbrances	Balance *	% of Budget Collected
5833710 - Allocation of Revenue	\$0.00	\$0.00	\$18,584.32	\$0.00	\$18,584.32	No Amount Budgeted
Total Revenue	\$0.00	\$0.00	\$18,584.32	\$0.00	\$18,584.32	No Amount Budgeted

Budget to Actual Summary by Fiscal Year

Percent of FY Passed: 100%

		Fiscal Year Totals				
Account Description	Current Monthly Expenses *	Current Budget *	YTD Actuals	Open Encumbrances	Balance *	% of Budget Expensed
Salary & Wages						
6010101 - Regular Faculty	\$0.00	\$462,771.00	\$454,653.68	\$0.00	\$8,117.32	98%
6010103 - Regular NonExempt	\$0.00	\$42,047.00	\$42,073.14	\$0.00	(\$26.14)	100%
6010111 - Contractual Faculty	\$0.00	\$27,270.00	\$33,100.06	\$0.00	(\$5,830.06)	121%
6010113 - Contractual NonExempt	\$0.00	\$0.00	\$2,160.00	\$0.00	(\$2,160.00)	No Amount Budgeted
6010114 - Contractual Fac.(Non-Instruct)	\$0.00	\$0.00	(\$464.29)	\$0.00	\$464.29	No Amount Budgeted
6012000 - Student Payments	\$0.00	\$3,589.00	\$1,160.66	\$0.00	\$2,428.34	32%
Total Salary & Wages	\$0.00	\$535,677.00	\$532,683.25	\$0.00	\$2,993.75	99%
Operating Costs						(Does not include Encumbrances)
7020100 - Honorariums	\$0.00	\$1,780.00	\$3,750.00	\$0.00	(\$1,970.00)	210%
7021000 - Research Subjects	\$0.00	\$0.00	\$400.00	\$0.00	(\$400.00)	No Amount Budgeted
7022100 - Stipends/Prizes (1099-Box 3)	\$0.00	\$0.00	\$400.00	\$0.00	(\$400.00)	No Amount Budgeted
7030100 - Postage	\$0.00	\$746.00	\$11.02	\$0.00	\$734.98	1%
7030200 - Telephone	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0%
7040100 - In State/Routine Operations	\$0.00	\$500.00	\$125.00	\$0.00	\$375.00	25%
7040200 - Conference Registration Fee	\$0.00	\$0.00	\$200.00	\$0.00	(\$200.00)	No Amount Budgeted
7040300 - Out-of-State/Routine Operation	\$0.00	\$789.00	\$7,758.86	\$0.00	(\$6,969.86)	983%
7080400 - Printing and Reproduction	\$0.00	\$599.00	\$0.00	\$0.00	\$599.00	0%
7080500 - Bookbinding	\$0.00	\$100.00	\$0.00	\$0.00	\$100.00	0%
7080800 - Equipment Rental	\$0.00	\$650.00	\$0.00	\$0.00	\$650.00	0%
7080900 - Equipment Maint. & Repair	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	0%
7081100 - Food Services	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	0%
7089900 - Other Contract Serv - Non DP	\$0.00	\$740.00	\$508.00	\$0.00	\$232.00	68%
7090200 - Office & Other Supplies	\$0.00	\$1,745.00	\$6,331.20	\$0.00	(\$4,586.20)	362%
7090400 - Building & Household Supply	\$0.00	\$0.00	\$20.00	\$0.00	(\$20.00)	No Amount Budgeted
7091400 - Instructional Supplies	\$0.00	\$372.00	\$0.00	\$0.00	\$372.00	0%
7091409 - Books (non-Library)	\$0.00	\$0.00	\$697.29	\$0.00	(\$697.29)	No Amount Budgeted
7092000 - Food	\$0.00	\$0.00	\$1,082.34	\$0.00	(\$1,082.34)	No Amount Budgeted
7099950 - Sensitive Equipment - General	\$0.00	\$1,070.00	\$0.00	\$0.00	\$1,070.00	0%
7130500 - Assoc Dues and Subscriptions	\$0.00	\$150.00	\$2,118.82	\$0.00	(\$1,968.82)	1412%
Total Operating Costs	\$0.00	\$12,491.00	\$23,402.53	\$0.00	(\$10,911.53)	187%
Total Expense	\$0.00	\$548,168.00	\$556,085.78	\$0.00	(\$7,917.78)	101%
Net Summary	\$0.00	\$548,168.00	\$537,501.46	\$0.00	\$10,666.54	105%



PUBLIC HUMANITIES

FY23 Annual Report

By Sarah Fouts, Morgan Dowty, and Nicole King

[@umbcpublichumanities](https://twitter.com/umbcpublichumanities)

<https://cahss.umbc.edu/publichumanities>

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EXECUTIVE SUMMARY

FY2023 resulted in exciting developments in the [Public Humanities program](#) at UMBC, particularly with the expansion of the [Baltimore Field School 2.0](#). The Public Humanities program continues to serve as a hub for public scholarship, ethical considerations in community engagement, and interdisciplinary collaboration for students, faculty, staff, and community partners. In total, 3 Public Humanities minors—Evelyn Yuen, Kayla Solley, and Avnee Sharma—graduated during FY23. As of September 2023, [6 students](#) have graduated with Public Humanities minors with 4 students presenting their Public Humanities projects at URCAD.

In the 15 public humanities courses offered during the term, students learned to evaluate, execute, and design public humanities projects that address a range of social issues, from housing to food insecurity. Public Humanities instructors and students also worked with UMBC Special Collections and Baltimore Field School affiliates, bridging archival and field-based research projects with communities beyond the university. These approaches generated sustainable initiatives that actively engaged organizations like Mera Kitchen Collective, The Real News Network, Creative Alliance, and the Baltimore Beat in meaningful dialogues and knowledge production.

As part of the Baltimore Field School 2.0, the Public Humanities Advisory Committee formed a selection team that chose [8 community fellows](#) and [11 UMBC Fellows](#) to participate in the July 2023 Baltimore Field School 2.0 initiative. Each community fellow received \$10,000 to commit to their public humanities projects that were developed in collaboration with UMBC staff, faculty, and graduate students. The fall and spring semesters culminated in two Public Humanities-sponsored events with Mera Kitchen Collective, Baltimore Beat, The Real News Network, and Historic Sharp Leadenhall as part of Baltimore Field School 2.0 programming. The community fellows approach of supporting the public humanities work of a community partner has served as a model for the Community Leadership Program and Shriver Center.

In her second year as director of public humanities, Dr. Sarah Fouts worked closely with the Public Humanities Advisory Committee, composed of 24 faculty, staff, and student members who are dedicated to supporting public humanities initiatives across campus. In total, the Public Humanities team secured an impressive \$233,250 in grants and fellowships aimed to bolster new and ongoing publicly engaged research. Funding sources included Maryland Traditions (\$9,750), Maryland State Arts Council ARGOS funds (\$4K), the Whiting Foundation (\$50K), Library of Congress (\$12K), and the American Council of Learned Societies (ACLS) (\$157,500). Internal support for the Public Humanities minor program came from the Dresher Center (\$5,000) and the College of Arts, Humanities, and Social Sciences (CAHSS) (\$10,000). This support is never guaranteed and should not be considered part of the standard operating budget.

Core faculty contributed key scholarship to advance the public humanities. In July 2022, Dr. Tamara Bhalla published an essay entitled, ["Bringing Public Humanities to Asian American Studies."](#) in Humanities For All based on her Public Humanities HT-Lab course which partnered with Dr. Theo Gonzalves at the National Museum of American History. Dr. Nicole King, Dr. Tahira Mahdi, Dr. Fouts contributed an article entitled, "Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships," which was accepted for publication in the Journal of Higher Education and Outreach in Spring 2023, and

Dr. King's chapter "Baltimore Traces: Public Humanities, Zines, and the Connecting the Classroom" will be published in the The Routledge Companion to Publicly Engaged Humanities Scholarship in early 2024.

Showing national interest in our Public Humanities program, we were invited to share our expertise with other humanities programs. In summer 2023, Dr. Fouts was invited to be a program evaluator for state humanities program by the National Endowment for the Humanities (NEH). The site evaluation took place in July 2023. Dr. King, Orser Center director, was invited by Wake Forest University's Humanities Institute to speak about our public humanities program as part of the The University and the Neighborhood Conference in North Carolina in fall 2022 and gave the talk "The City and the Campus: Models for Becoming the University for/with Portland" for Faculty Development Day in University of Portland, Oregon in spring 2023.

The impact of the Public Humanities program extends institutionally as well, leading to systemic changes within UMBC. These changes include improved contractual language to promote collaboration over extractive processes and the establishment of the Creative Achievement and Research Administration Team (CARAT) within the Dean's office. CARAT focuses specifically on humanities projects, aimed to streamline bureaucratic processes to ensure greater equity and accessibility. Moreover, the Baltimore Field School played a crucial role in facilitating access to UMBC resources for eight community fellows, granting them privileges such as the use of the shuttle, library, and other campus facilities through UMBC Cards.

The Public Humanities program makes valuable contributions to UMBC's ongoing commitment to interdisciplinary instruction and community-engaged research, serving as a model for collaboration and teaching across the campus and beyond.

Events	Community Partners
Baltimore Field School Presents: Stories of Mera Kitchen Collective	Aisha Alfadhalah, Mera Kitchen Collective
National Museum of the American Indian Field Trip	Ashley Minner, NMAI
Right to the City Walking Tour of Baltimore East	Marisela Gomez
"To Say Their Own Word Series" Project Launch	Cameron Granadino, The Real News Network and Baltimore Field School Fellow
Garifuna Museum Guest Lecture	Chloe Sigal and Bernardo Guerrero
Tax Break Film at The Real News Network	Shriver Center and The Real News Network
International Digital Storytelling Conference	Creative Alliance, UMBC, Shriver Center

STUDENTS

Public Humanities minors consistently generate meticulously researched projects which they produce through innovative and creative means. In May 2023, three Public Humanities minors graduated. Each of those students navigated the transition from overly ambitious initial proposals to more manageable projects. For example, Evelyn Yuen's "Mapping 100+ Years of Baltimore's Asian Restaurant History," which she presented at URCAD in April 2023, initially employed oral history as her methodology. However, Evelyn encountered challenges in engaging Asian American restaurant owners as participants, ultimately conducting only one oral history interview after promising participants were unwilling to be recorded—an experience emblematic of the obstacles commonly encountered in public humanities projects. She adapted her approach and pivoted to create the innovative project in which she combined mapping and archival research to deliver a compelling spatial analysis of Asian American historical businesses and food establishments.

Two other graduating minors also completed compelling projects. Avnee Sharma presented her project, "COVID-19's Effects on Elementary School Teaching," at URCAD in April 2022. Her project involved the use of story circles and interviews to shed light on the impacts of the pandemic on elementary school education. Kayla Solley's project, "Reaching for Resources: Improving the Experience of Spanish Speaking Students," featured highly polished audio recordings skillfully edited from interviews she conducted. Each of these students, in their own unique way, produced exceptionally original and impactful content as part of their final projects. Avnee is working as an intern for the Library of Congress, Evelyn is working for the Baltimore Bureau of Budget, and Kayla is pursuing her masters degree in education at UMBC. We have a promising cohort of 2024 graduates which include Karla Press-Porter and Juelle Lee.

Evelyn Yuen—History, Sociology major with Public History and Public Humanities minor, Mapping Asian American Businesses in Early Twentieth Century Baltimore

David Do—Geography and Environmental Science Major with Public Humanities minor, TBD

Avnee Sharma-- Anthropology/Sociology with Public Humanities Minor presented at URCAD in Spring 2022, Teachers Support and Experiences during Covid-19

Kayla Solley—American Studies with Public Humanities Minor, Education and Spanish Speaking Communities

Karla Press-Porter—Bio major with Public Humanities Minor, Evolution of the Defund the Police Movement

Juelle Lee—Africana Studies major with Public Humanities Minor, Public Libraries and Immigrant Communities

PUBLIC HUMANITIES ADVISORY COMMITTEE

In January 2023, the Public Humanities Advisory Committee sustained at 24 members with the addition of Conor Donnan and Nicki Belfiore (Shady Grove). Two members stepped down in 2023: Katie Morris and Rehana Shafi. Jasmine Braswell, Nicole King served on a search committee with Sarah Fouts to select applicants for the Baltimore Field School UMBC Fellows in February 2023. The committee held 2 virtual meetings, 2 virtual check-ins with announcements, and 2 subcommittee meetings.

COURSES

PUBH200 Introduction to Public Humanities

Instructor: Sarah Fouts

Students: 24

Guest Speakers: 8

Students will engage public humanities scholarship and cultivate skills to evaluate this work while also designing a proposal for their own public humanities project. Students will focus on several complex social issues including housing, labor, LGBTQ+, and food justice to gain an understanding of how public humanities scholars work with activists and organizers to address these issues through publicly-engaged work. Working both independently and collaboratively, students will produce projects that respond to social issues in an ethical and non-exploitative way. Throughout the semester, students will experience both theory and praxis, critiquing and applying approaches to public humanities and employing tools like story circles, oral history interviews, mapping, archival research, digital humanities, museum exhibitions, and more. At the end of the semester, students will design an idea for a public humanities project which they will be encouraged to further develop and execute as a public humanities minor or for [URCAD](#), though neither are required.

PUBH301 Lab

Instructor: Sarah Fouts

Students: Evelyn Yuen

In Fall 2022, Dr. Fouts taught the PUBH301 lab with Evelyn Yuen. The [one credit course](#) is collaborative, project-based, and develops planning and time management skills. The course aims to produce a clear research design based in public humanities scholarship.

PUBH401 Lab

Instructor: Nicole King with Michael Casiano

Students: Evelyn Yuen and Kayla Solley

In Spring 2023, the two students completed their PubHum portfolio. In March 2022, Evelyn presented her project at URCAD.

FALL 2022	
Course	Instructor
PUBH200 Introduction to Public Humanities	Fouts
PUB301 Project Development Lab	Denson
AMST300 Approaches to American Studies	Fouts
Summer 2022 CoLab	Drabinski
GWST 345 (Fall 2022)	Drabinski

SPRING 2023	
Course	Instructor
PUB401 Portfolio Lab Course	King with Casiano
HIST 300 Intro to Public History	Blair
GES341 Urban Geography	Aufseeser
HIST 426 Museums/ Material Culture	Meringolo
ANTH 321: Education, Culture and Society	Jewitt
AMST345: Indigenous Heritage: Issues of Representation and Ownership	Donnan
AMST422: Preserving Places, Making Spaces in Baltimore	King
GWST 200: Studies in Feminist Activism	Drabinski

PROJECTS AND PROGRAMMING

Throughout fiscal year 2023, the Public Humanities minor program has facilitated important community-based events and programming that engages students, staff, faculty, and community members in Baltimore City. The Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities launched the second iteration of the initiative aimed to further solidify the framework for fostering collaboration between UMBC graduate students, staff, and faculty, in partnership with community stakeholders. During FY23, they engaged in the development of ethical and sustainable research and teaching initiatives centered around public humanities. With the support of ACLS, we were able to sponsor eight community fellows who are rooted in Baltimore City and maintain varying degrees of affiliation with UMBC faculty, staff, and graduate students. Each community fellow received \$10,000 in funding to dedicate towards their contributions to public humanities projects. These community fellows collaborated closely with members of the Dresher Center, MLLI, Shriver Center, American Studies, and UMBC Special Collections, engaging in diverse projects spanning from food and housing justice to enhancing public access to information.

As part of the Baltimore Field School, Dr. Fouts's *Introduction to Public Humanities* course collaborated with Aisha Alfadhlah to produce "Stories of Mera Kitchen Collective," a public event that took place in the Mt. Vernon neighborhood in Baltimore in November 2022. This event also featured presentations by Baltimore Field School Fellows Cameron Granadino and Yesenia Mejia. UMBC students from multiple courses shuttled into Baltimore city to attend the event. Dr. Fouts's course also brought in a transnational perspective to museum studies with a visit from Bernardo Guerrero, a leader in the Garifuna community in New Orleans who founded a community-led museum in coastal Honduras. Students learned the importance of bottom-up and participatory action in producing cultural institutions. Along the same line, Dr. Fouts's students made a field trip to the National Museum of the American Indian in Washington D.C. to visit with curator (and former PUBHUM director), Dr. Ashley Minner. Students learned about curatorial decisions and about Dr. Minner's work in developing the Mapping the Reservation project with the Lumbee community in East Baltimore.

In September 2022, Drs. King and Drabinski served on the organizing committee and the Orser Center and Public Humanities co-sponsored the [Bmore Historic](#) unconference where numerous undergraduate and graduate students attended for free. Dr. King and Dr. Tahira Mahdi (BFS assessment coordinator) co-taught an innovative Humanities Scholars seminar "The Right to the City—Race, Class, and Struggle in Baltimore" that brought students from UMBC to work collaboratively on the course theme via virtual meetings with students in similar seminars at Johns Hopkins University, Towson University, and Goucher College. Our Public Humanities program funded a walking tour of Baltimore with the professors and local community organizers. In June 2023, the [11th International Digital Storytelling Conference: "Radical Listening: Story Work for a Just Future"](#) was held at UMBC and BFS 2.0 Community Fellows Curtis Eaddy II and Yesenia Mejia Herrera gave conference participants walking tours of West and East Baltimore respectively.

In April 2023, the Public Humanities program supported the launch of the "To Say Their Own Word Series" project, including digitization, meta-data documentation, and public programming around the prison education program started by Eddie Conway in 1979-1980. The

collaboration involved Maryland Traditions, UMBC Special Collections, Baltimore Field School, and The Real News Network.

This programming illustrates the Public Humanities' efforts in crafting impactful collaborative research initiatives that bridge the gap between our campus and communities in Baltimore and beyond. These projects within the Public Humanities sphere actively involve various programs and centers at UMBC, fostering collaboration with colleagues in Special Collections at the AOK Library and the Dresher Center. Our objectives include the ongoing integration of students into these programs and archiving these projects through [Baltimore Traces](#).

PUBLICATIONS AND MEDIA

Public Humanities faculty have advanced important conversations in the field of public humanities through valuable contributions. These contributions include open-source peer-reviewed journal articles, an influential piece featured in the *Humanities for All* magazine, reports on the Baltimore Field School, and numerous articles recognizing their impactful work in the public humanities. These scholarly works not only emphasize the significance of collaborative public engagement but also introduce innovative and ethical methodologies for such projects. Moreover, they shed light on the critical role played by UMBC Public Humanities in dismantling oppressive structures in urban development, while also addressing persisting disparities in equity, power, and inclusivity within the humanities field.

Publications

Bhalla, Tamara. "[Bringing Public Humanities to Asian American Studies](#)." *Humanities For All*. July 20, 2022.

Mahdi, Tahira. "[Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities](#)" Evaluation Report. January 2023.

King, Nicole, Tahira Mahdi, and Sarah Fouts. "Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships." *Journal of Higher Education Outreach and Engagement*. Forthcoming 2024.

King, Nicole. "Baltimore Traces: Public Humanities, Zines, and Connecting the Classroom" in *The Routledge Companion to Publicly Engaged Humanities Scholarship*. Forthcoming 2024.

Mentions

Bland-Thomas, Betty. "[Baltimore leaders talk the talk about equity, but don't walk the walk in housing](#) | Guest Commentary," *Baltimore Sun*, June 23, 2023.

Duque-Dansberger. "[Centering Thriving Immigrant Voices In Immigration Research.](#)" UMBC Magazine. December 5, 2022.

Duque-Dansberger, Catalina. "[Community-Building In Baltimore Through Public Humanities.](#)" UMBC: University Of Maryland, Baltimore County, October 19, 2022.

Duque-Dansberger, Catalina. "[Shared Stories. Shared Purpose.](#)" *UMBC Magazine*. June 8, 2023.

Freitas, Clara Longo de. "[Sharp-Leadenhall Residents Call out Developer, Zoning Change.](#)" The Baltimore Banner, June 13, 2023. Both Betty and Tisha Guthrie (BFS 2.0 Community Fellow) were quoted in the article and are working across the city to pass an Inclusionary Housing Law in Baltimore.

Coverage of Dr. Nicole King's work with [A Place Called Poppleton](#) public humanities project and collaboration with a University of Maryland law clinic on research for a HUD complaint for violating the FHA and Preservation work in downtown Baltimore.

Charles Cohen, "[Opinion: After her eminent domain win in Poppleton, Sonia Eaddy's fight is just beginning](#)," *Baltimore Banner*, August 17, 2022.

Fern Shen, [Poppleton residents, who thought they scored a win in July, now feel left out](#), *Baltimore Brew*, November 3, 2022.

Giacomo Bologna, [Former residents of Black neighborhood want feds to investigate displacement in Baltimore](#), *Baltimore Sun*, February 13, 2023.

Hallie Miller and Sophie Kasakove, [Former Poppleton resident, nonprofit allege Fair Housing Act violations in federal complaint](#), *Baltimore Banner*, February 13, 2023.

Associated Press, [Baltimore's Sonia Eaddy and Nicole King receive award for efforts to save historic Poppleton](#), February 16, 2023.

Lea Skene, [Black Baltimoreans fight to save homes from redevelopment](#), *Associated Press*, February 18, 2023.

Fern Shen, [Ravaged by redevelopment, a West Baltimore neighborhood fights back with a HUD complaint](#), *Baltimore Brew*, February 23, 2023.

Baltimore Heritage, [Sarah Ann Street Local Historic District Created](#), April 10, 2023

Fern Shen, [CHAP declares five “Superblock” buildings that developers want to demolish historic](#), *Baltimore Brew*, May 9, 2023.

Giacomo Bologna, [Superblock redevelopment in Baltimore inches closer to reality](#), *Baltimore Sun*, May 9, 2023.

GRANTS

The FY23 was a successful cycle of grants for UMBC public humanities programming. In February 2022, Sarah Fouts (PI) and Nicole King (Co-PI) were awarded the grant in February 2023 at \$157,500 to complete the Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities. The grant term began August 1, 2022 and ended July 31, 2023. In March 2022, Fouts was awarded a \$50,000 Whiting Fellowship for Public Engagement for her project entitled, "Project Neutral Grounds: At the Intersection of Street Food, People, and the Hustle." Fouts worked with two New Orleans-based collaborators, Toya Ex Lewis and Fernando López. A \$9,750 grant was awarded through MSAC Maryland Traditions to support the work of Cameron Granadino on the Say Their Own Word Series as part of the Baltimore Field School community fellows. The Library of Congress/American Folklife Center awarded Fouts, Andy Dahl, and Fernando López \$12,000 to produce two short documentaries as part of the Homegrown Foodways Series. Dr. Fouts was awarded \$4,000 by MSAC ARGOS funds to further commit to the El Camino del Mole y el Pan food documentaries.

BUDGETS

FY23 BUDGET

Income	Amount	Notes
ARGOS MSAC	\$4,000	Southeast CDC for work on Sabor de Highlandtown/El Camino Documentary Project
Maryland Traditions	\$9,750	Baltimore Field School and To Say their own Word Series
ACLS	\$157,500	Baltimore Field School 2.0
Whiting Foundation Fellowship	\$50,000	Project Neutral Grounds
CAHSS Dean	\$10,000	Approximately 2/3 of total expenses not funded by grants
Dresher Center	\$5,000	Approximately 1/3 of total
Total Income*	\$233,250	
Expenses		
Baltimore Field School Programming	\$175,625	ACLS (\$157,500)

		PubHum (\$8,375) MSAC/MD Traditions (\$9,750)
Highlandtown Foodways Projects	\$16,000	Library of Congress (\$12K) MSAC ARGOS (\$4K)
Project Neutral Grounds	\$50,000	Whiting Fellowship See Budget Report Here (\$50K)
PUBH Honoraria, Public Events and Sponsorships	\$3,342.47	Right to the City Walking Tour, PUBH Field Trip to NMAI, Shriver Center Tax Break Event, DST2023 Conference
PUBH Director Summer Pay	\$3,235	\$3,000 salary, \$235 fringe
Total Expenses	\$248,202	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

Notes: In June 2019, the Dean agreed to allocate \$5,000 annually, until this program has its own budget, from the Erich and Nabit Endowments (housed in the Drescher Center) to pay for Public Humanities programming, and up to \$10,000 from the Dean's Office, annually, to pay for operating costs. Based on this funding agreement, costs should be split 2/3 Dean's Office and 1/3 Erich and Nabit Endowments. Thus far, operating costs have been significantly offset by external funding, including Maryland Folklife Network, Carnegie Mellon Foundation, and Drescher Center H/T Lab grants. The Department of American Studies contributed \$7,000 in-kind to the program with one course release per semester for the director and administrative support.

Standard Operating Budget

Income	Amount	Notes
CAHSS Dean	\$10,000.00	2/3 total budget
Drescher Center	\$5,000.00	1/3 total budget
Total Income*	\$15,000.00	
Expenses		
Student Support	\$50.97	Otter.ai subscription (3 months)

Honoraria	\$6,250.00	PUBH200 and PUBH301, Baltimore Field School
Ground Travel (UMBC Transit)	\$1,106.00	Field Trip to NMAI; Bus to Stories of Mera event
Other Travel	\$796.00	BFS Panel: Confronting Lies
Event Expenses	\$2,341.42	Say Their Own Word; NMAI Field Trip (lunch)
Supplies / Materials	\$423.50	Microphones
Sponsorships	\$750.00	Shriver Center (Tax Break); Digital Storytelling Conference
PUBH Director Summer Pay	\$3,234.73	\$3,000 salary, \$234.73 fringe
Total Expenses	\$14,952.62	

*AMST in-kind donation = \$7,000 (course releases for PubHum Director)

EVENT FLYERS



Scan QR
for more info

Baltimore Field School 2.0 Presents:

Stories of Mera Kitchen Collective

&

Showcase of Baltimore
Field School Projects

November 29, 2022
6:30PM-9:00PM
1301 N. Calvert St
Baltimore

Sponsored By:



UMBC Public Humanities
UMBC American Studies
Dresher Center for the Humanities
American Society of Learned Societies
Baltimore Field School
Mera Kitchen Collective



Mera
KITCHEN COLLECTIVE

BFS

BALTIMORE FIELD SCHOOL

SPRING SHOWCASE

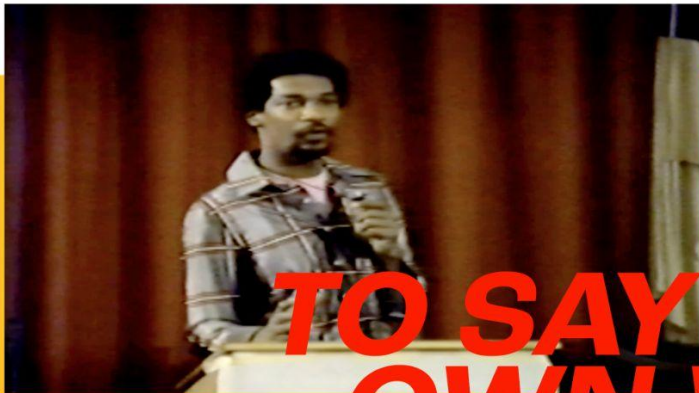
SPRING SHOWCASE

SPRING SHOWCASE



WEDNESDAY, APRIL 26TH - 6-9PM

**@ THE REAL
NEWS NETWORK**



FEATURING THE
**TO SAY THEIR
OWN WORD**
ARCHIVE

WITH

**BETH SAUNDERS, DOMINIQUE CONWAY,
SALEEM EL-AMIN, GERALD DENT, AND
MANSA MUSA**

additionally
**LISA SNOWDEN &
BETTY BLAND-THOMAS**



REMEMBERING EDDIE CONWAY

CATERING BY MERA KITCHEN COLLECTIVE

please rsvp here: tinyurl.com/tstow



CIRCA



**PUBLIC
HUMANITIES**



A FILM BY STEPHEN JANIS AND TAYA GRAHAM

TAX BROKE

FREE SCREENING APRIL 11TH

DOORS OPEN 5:30PM BEGINS @ 6 DISCUSSION AT 7
FOOD: MERA KITCHEN COLLECTIVE

@THE REAL NEWS 231 HOLLIDAY ST

RSVP HERE



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SPONSORED BY: UMBC PUBLIC HUMANITIES UMBC COMMUNITY LEADERSHIP
UMBC AMERICAN STUDIES SHRIVER PEACEWORKER PROGRAM
LEAGUE OF WOMEN VOTERS BALTIMORE CITY

★ **PANEL GUESTS: NNEKA N'NAMDI FIGHT
BLIGHT BMORE, DR NICOLE KING UMBC,
CHAR MC CREEDY CITIZENS PLANNING
AND HOUSING ASSOCIATION, TAYA
GRAHAM & STEPHEN JANIS OF TRNN** ★

"I AM YOUR NEIGHBOR"

History.
Community.
Preservation.

**YOU
ARE
INVITED**



**MAY 20TH
2PM - 4PM**

Lion Brothers Building - 875 Hollins St.

Community
Newspaper

A Place
Called
Poppelton
Walking Tour

Student
Short Films
And
Story Map





FY22 Annual Report



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<https://cahss.umbc.edu/publichumanities>

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EXECUTIVE SUMMARY

Entering FY22, UMBC Public Humanities moved from a virtual world to hybrid and in-person programming and classes which allowed for a more Baltimore-based, hands-on approach to research, teaching, and programming. In total we supported 27 events, community partnerships, and guest lectures featuring partners who ranged from Baltimore housing rights activists and Honduran street vendors to Smithsonian curators and Native American musicians. We graduated one major, Kayla Brooks, in December 2021, published three scholarly reports and articles on public humanities, expanded our interdisciplinary Advisory Committee from 20 to 27, and completed the Mellon-funded Baltimore Field School 1.0 workshop. In FY22, we spent \$5,000 from Mellon Foundation, \$4,000 from HT-Lab, \$3,765.70 from Maryland Folklife Network, \$ 5,883.05 from College of Arts, Humanities, and Social Sciences, and \$2,941.52 from the Dresher Center for the Humanities, totaling \$26,590.27.

The importance of Public Humanities for a public institution like UMBC continues to be student-centered but has also expanded to develop field research methods at the faculty, staff, and graduate student-levels as well as through outreach on a national-level in helping to redefine models of community engagement and public humanities through publications and programming. As UMBC shifted to the Research 1 designation in February 2022, Provost Philip Rous noted that the status recognizes the university's commitment to "advancing research and creative achievement across disciplines and inter-disciplines, community-engaged scholarship."^[1] The Public Humanities minor has been and will continue to be integral to UMBC's efforts at reaching across disciplines as well as interrogating, shaping, and applying collaborative community-engaged scholarship and teaching.

Events	Community Partners
Highlandtown Immigration and Food Project 12/2/21	Andy Dahl for AMST403
Great Kids Farm African American Foodways Summit 2/23/22	Rafael Alvarez for HUM120
Poppleton Filmfest 3/29/22	Theo Gonzalves for AMST375
Sabor de Highlandtown Event 5/9/22	Curtis Eaddy II for Baltimore Field School
Save Our Block Poppleton 5/21/22	Eric Jackson for Baltimore Field School

STUDENTS

Kayla Brooks—Anthropology/Sociology with Public Humanities Minor presented at URCAD in Spring 2021 and graduated in December 2021.

Avnee Sharma-- Anthropology/Sociology with Public Humanities Minor presented at URCAD in Spring 2022 with a project on Story Circles and Elementary School Teachers Coping with Professional Challenges during COVID 19.

Kayla Miller—American Studies with Public Humanities Minor

Karla Press-Porter—Bio major with Public Humanities Minor

PUBLIC HUMANITIES ADVISORY COMMITTEE

In January 2022, the Public Humanities Advisory Committee expanded from 20 members to 27 with 4 members stepping down upon completion of their 3-year term. We added Karla Press-Porter as the undergraduate representative and Aimée Pohl as the graduate student representative. We built our membership from a base of fellows who were part of the Baltimore Field School in Summer 2021. We also added a representative from the STEM field: Foad Hamidi in Human-Centered Computing. The Advisory Committee Members continue to be supportive in determining courses and participating in subcommittees. Rehana Shafi, Michael Casiano, and Nicole King served on a search committee with Sarah Fouts to select applicants for the Baltimore Field School Community Fellows in June 2022. As part of the committee, Shenita Denson visited 4 classrooms to discuss Public Humanities at UMBC in an effort to build majors. Fouts also met with Melissa Blair and Katie Morris to discuss ways to connect the Shady Grove campus with Public Humanities and to also help build minors through the Social Work program. This effort is in progress.

COURSES

PUBH200 Introduction to Public Humanities

Instructor: Michael Casiano

Students: 20

Guest Speakers: 4

Students will engage public scholarship and develop an understanding of how to do such scholarship in an ethical and non-exploitative way. They will cultivate skills to critique how public knowledge is developed while developing their own publicly-engaged project through scholarly research and imaginative programming. Students will focus on several complex social issues, including mass incarceration, housing precarity, environmental degradation, educational imbalances, and many more to gain an understanding of how inequality persists historically and how activists and scholars have redressed such inequalities through publicly-engaged work. Throughout the semester, students will experience several public humanities projects that use

myriad formats, including podcasting, mapping, digital production, and many more. Throughout the course, students will craft an idea for a public humanities project which they will be encouraged to further develop and execute as public humanities minors or for URCAD, though participation in neither program is required.

PUBH301 Lab

Instructor: Shenita Denson

Students: Kayla Miller and Karla Press-Porter

In Fall 2021, Shenita Denson taught the PUBH301 lab with 2 students: Kayla Miller and Karla Press-Porter. Shenita taught the [one credit course](#) which is a collaborative, project-based course that develops planning and time management skills while designing methodology based in public humanities scholarship and programming.

PUBH401 Lab

Instructor: Sarah Fouts

Student: Avnee Sharma

In Spring 2022, Avnee Sharma was the lone student in PUBH401, taught by Sarah Fouts. During the course of the semester, Avnee developed her PubHum portfolio, worked on cover letters, and executed her story circle and analysis as part of her public humanities project. In March 2022, Avnee presented her Story Circle project at URCAD through a VoiceThread presentation. Avnee's project looked at COVID-19's impacts on elementary school teachers in a Prince George's County school which coupled well with her Anthropology major. Avnee presented her project to the PubHum Advisory Committee in Spring 2022.

AMST375: HTLAB

Instructor: Tamara Bhalla

Community Partner: Theo Goncalves

Students: 20

In fall 2019, Tamara Bhalla applied for a Humanities Teaching Lab (HT Lab) course transformation support grant to refashion my upper-level course on Asian American studies (American Studies 375: Studies in Asian American Culture) with a public humanities focus, and specifically one that was engaged with museum studies. The course incorporated a critical study of the Smithsonian and museums more generally as tools of imperialism and nation building into our study of Asian American cultures. The public humanities version of the course brought together Asian American studies, public humanities, critical museum studies, and career development. The guiding questions of the course were: What objects or stories do we, as Asian Americanists, wish to see become a part of the NMAH collections and archive? What are the possibilities and limitations of the work of "collection" or "archiving"? What would you, as students, want to see collected or archived if they were to imagine themselves in the position of curator or archivist?

PROJECTS

Baltimore Field School

The Baltimore Field School is a planning intensive focusing on building collaborative public humanities projects developed with community partners. Sponsored by The Andrew W. Mellon Foundation, the project seeks to create a model of ethical humanities research and teaching in Baltimore and cities like it. During 2021, we focused on programming, a week-long summer institute, and a fall convening. The Baltimore Field School is committed to anti-racist and decolonial models of engagement working with communities in Baltimore.

The pilot Baltimore Field School ran for one week in summer 2021. Participants developed and honed humanities methods for publicly engaged research and programming in Baltimore. The virtual field school also included social events and programming in the Lion Brothers Building in Southwest Baltimore. Participants worked with our partners Eric Jackson from Black Yield Institute and Curtis Eaddy II founder of the Beautiful Side of Ugly culture festival and the events and marketing manager for the Southwest Partnership.

The BFS fellows included: Keisha Allen, Melisa Argañaz, Sarah Fouts, Michael Casiano, Tania Lizarazo, Keegan Finberg, Charlotte Keniston, Forrest Caskey, Deena Aufseeser, Melissa Blair, Maria Céleri, Shenita Denson, Aimeé Pohl, and Cristina Gomez. Tahira Mahdi, the program evaluator, completed a report based on pre and post evaluations with participants.

Publications and Media

King, Nicole. "Sounds of a City: Podcasts and Public Humanities in Baltimore." *Journal of Higher Education Outreach and Engagement* 25, no. 1 (March 31, 2021).

Garcia, Stephanie. "UMBC students archive Highlandtown's Latino immigration history and food culture." *The Baltimore Sun*. December 28, 2021.

GRANTS

In Fall 2022, Sarah Fouts (PI) and Nicole King (Co-PI) applied for the ACLS Sustaining Public Engagement Grant to continue the second iteration of the Baltimore Field School. The grant included an expansion of the community fellows component to bring in 6 fellows as part of the year long project to complement the Baltimore Field School 2.0 workshop in 2023. They were awarded the grant in February 2023 at \$157,500. The grant term began August 1, 2022. In March 2022, Fouts was awarded a \$50,000 Whiting Fellowship for Public Engagement for her project entitled, "Project Neutral Grounds: At the Intersection of Street Food, People, and the Hustle." Fouts is working with two New Orleans-based collaborators, Toya Ex Lewis and Fernando López. The Grant term began June 1, 2022. Fouts applied for and was awarded \$9,750 through MSAC Maryland Folklife Network to support the work of Cameron Granadino, Eddie Conway, and John Duda on the Say Their Own Word Series. The funding will support archival work, oral histories, and programming around the series which is collection of VHS recordings based on an NEH-funded prison education program in 1980 that was developed by Eddie Conway who was incarcerated at the time.

FY22 BUDGET

Income	Amount	Notes
HT-Lab	\$4,000	Dr. Tamara Bhalla's AMST 375: Studies in Asian American Culture
Maryland Folklife Network	\$2,508.62	
Mellon	\$5,000	Evaluation of Baltimore Field School by Dr. Tahira Mahdi
CAHSS Dean	\$10,000	Approximately 2/3 of total expenses not funded by grants
Dresher Center	\$5,000	Approximately 1/3 of total expenses not funded by grants
Total Income*	\$26,508.62	
Expenses		
Grant-funded Honoraria and support for Public Events	\$6,508.62	H/T Lab, Maryland Folklife Network (MSAC)
PUBH Honoraria and Public Events	\$5,824.57	\$2,941.52 (Dresher) 1/3 and \$5,883.05 (CAHSS) 2/3
PUBH Director Summer Pay	\$3,000.00	
Total Expenses	\$15,333.19	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

Notes: In June 2019, Dean Scott Casper agreed to allocate \$5,000 annually, until this program has its own budget, from the Erich and Nabit Endowments (housed in the Dresher Center) to pay for Public Humanities programming, and up to \$10,000 from the Dean's Office, annually, to pay for operating costs. Based on this funding agreement, costs should be split 2/3 Dean's Office and 1/3 Erich and Nabit Endowments. Thus far, operating costs have been significantly offset by external funding, including Maryland Folklife Network, Carnegie Mellon Foundation, and Dresher Center H/T Lab grants. This support is never guaranteed and should not be considered part of the standard operating budget. The Department of American Studies contributed \$7,000 in-kind to the program with one course release per semester for the director and administrative support.

Standard Operating Budget

Income	Amount	Notes
CAHSS Dean	\$10,000.00	2/3 total budget
Dresher Center	\$5,000.00	1/3 total budget
Total Income*	\$15,000.00	
Expenses		
Project Expenses	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Honoraria	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Travel	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Events	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Supplies / Materials	\$1,000.00	
Promotional Expenses	\$1,000.00	
Summer Pay	\$5,000.00	\$2k PUBH200 co-instructor, \$3k director
Total Expenses	\$15,000.00	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

JOIN THE HUMANITIES SEMINAR: FOOD, PEOPLE, AND PLACE
IN THE AMERICAS FOR...

HIGHLANDTOWN IMMIGRATION AND FOOD PROJECT

ATTEND A PANEL COVERING
HIGHLANDTOWN'S HISTORY AND
POLITICS OF LATINX FOOD

December 1, 2021,
4:30-5:30 EST



Andy Dahl,
Southeast
CDC



Yesenia Mejía,
Artesanas



Rosalyn Vera,
Cocina
Luchadoras

MEET OUR PANELISTS

STUDENT PRESENTATIONS:
HIGHLANDTOWN TIMELINES

December 8, 2021,
5:30-6:30 EST



UMBC Folklife
Center

CIRCA

The Department of
Music

AN EVENING OF NATIVE
AMERICAN MUSIC

RALPH & DENNIS ZOTIGH

THURSDAY FEB. 24TH
7:30PM

LINEHAN CONCERT HALL
FREE TICKETS ONLINE



This event is made possible by a Folklife Network
Grant from the Maryland State Arts Council.



SAVE OUR BLOCK

JOIN US FOR THE POPPLETON FILMFEST

SATURDAY, APRIL 2 @ 10:00AM

THE CHARLES THEATRE — 1711 N CHARLES ST, BALTIMORE, MD 21201

Learn about Development WITH Displacement in Poppleton.



FILMS:

Disruption: The Highway to Nowhere (2021) Sean Yoes (10 min)
Sarah Ann Street: Five-Minute History (10 min) Baltimore Heritage
We Are You and You Are Us (20 min) Maria Morte Costea, UMBC
Poppleton in the Balance (5 min) Eyesore Productions, Charles Cohen

FREE AND OPEN TO THE PUBLIC

There will be a brief discussion with the Eaddy family and other Poppleton residents after the short films.

FOR MORE INFORMATION

VISIT: <https://baltimoretraces.umbc.edu/poppleton/>
Instagram: @organizepoppleton
Twitter: @organizepopple1

SPONSORED BY: Public Humanities, American Studies, and Media & Communications Studies at UMBC // Peace Studies at Goucher // Anthropology at Towson // History at University of Baltimore // Philosophy Program in the Department of Humanities at Coppin State University and Billie Holiday Center for Liberation Arts at JHU

SABOR DE HIGHLANDTOWN

MAY 9, 2022 // 9 DE MAYO DE 2022
6:00PM-8:00PM

CREATIVE ALLIANCE: 3134 EASTERN
AVE BALTIMORE, MD 21224

FREE & OPEN TO PUBLIC
FOOD & CASH BAR



Photos by Andy Dahl

A walk down Highlandtown's Eastern and Highland Avenues reveals a range of Central American, Caribbean, and Mexican-owned businesses. Smells emanate from rotisserie chickens and menus boast of Latin American specialties like pupusas, pan dulces, mariscadas, menudos, baleadas and, of course, more legible classics like tacos, burritos, and birrias. What can the stories behind these foods tell us about how neighborhoods change? A collaboration between UMBC American Studies students, Southeast CDC, and Highlandtown restaurateurs attempts to tell a part of this history by featuring this first of a series of "Sabor de Highlandtown" from 1980 to 2000s.



Un paseo por Eastern y Highland Avenue de Highlandtown revela una variedad de negocios centroamericanos, caribeños y mexicanos. Los olores emanen de los pollos rostizados y los menús cuentan con especialidades latinoamericanas como pupusas, pan dulces, mariscadas, menudos, baleadas y, por supuesto, clásicos más legibles como tacos, burritos y birrias. ¿Qué puede decirnos las historias detrás de estas comidas acerca de cómo cambian los vecindarios? Una colaboración entre los estudiantes de "American Studies" de la UMBC, la Southeast CDC y los restauradores de Highlandtown intenta contar una parte de esta historia presentando la primera serie de "Sabor de Highlandtown" desde 1980 hasta la década de 2000.



SOUTHEAST
community development corporation

PUBLIC
HUMANITIES



FOLKLIFE
NETWORK

CIRCA

AMERICAN STUDIES



Including/Incluso a: Pedro Silva of Tex-Mex, Jose Vargas of Vargas Bakery, Juan Nuñez and Franchesca Nuñez of Franchesca's Empanadas, and Hiralda de la Cruz of Puerto Jarocho.



FY21 Annual Report



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Executive Summary

UMBC's minor in Public Humanities had a successful second year, despite the life-altering, worldwide COVID-19 pandemic. All courses, events, and meetings took place virtually, of necessity. Due to funds carried over from cancelations at the start of the pandemic, in spring 2020, we were able to host a record number of ten public events and six special guest classroom lectures, partnering with an unprecedented array of community scholars, artists, and culture bearers from such diverse places as South Korea, New Orleans, Knoxville, West Baltimore, and the Pueblo of Laguna in SY '21. Increased attendance and public engagement due to relegation to the virtual realm was a surprising positive outcome. As a compounding pandemic of civil unrest rocked the United States, and as cultural institutions everywhere scrambled to address issues of equity, our minor in Public Humanities continued to broaden and deepen our good work, offering platforms and dollars to folks addressing these issues in their own communities. Topics of events this semester ranged from food and land sovereignty for communities of color to anti-extractive fieldwork approaches to community-based curation. The importance of a focus on Public Humanities for a public institution like UMBC continues to become ever more apparent.

We also have a learning edge. For the first time, we offered ASL interpretation and live captioning at one of our events. We now recognize this is a moral imperative and it will be standard practice going forward. We will begin to incorporate image descriptions wherever applicable. We experimented with different online platforms and found that Zoom is definitely

best. We continue to lobby for a dedicated account. We were also constantly reminded that the State system for processing honoraria is deeply flawed and needs to change, post haste.

Professor Nicole King received tremendous support from the Mellon Foundation to launch the [Baltimore Field School](#) this spring. Public Humanities Advisory Committee members submitted a successful nomination to the Maryland State Arts Council for the Arabber Preservation Society to receive a [Maryland Heritage Award](#) for the tradition of arabbing in Baltimore. The Public Humanities Advisory Committee has two new members, representing the Sherman Scholars program and the Department of Social Work, respectively. These are crucial connections. Professor Tania Lizarazo Moreno was instrumental in launching a new minor in Latin American Studies to begin this fall, based in the Department of Modern Languages, Linguistics, and Intercultural Communication. Two Public Humanities minor students presented their projects at URCAD — [Dawn Baskin](#) (Spring '21) and [Kayla Brooks](#) (Fall '21).

At present, a total of seven students have declared a minor in Public Humanities. The first two are graduating this spring. We continue to make adjustments to the Public Humanities pathway, in conversation with students, as we better understand their needs. For example, we now realize PUBH 301, the first project development lab course in the minor, is best taken *after* the required methods course. We also now realize that HIST 300, Intro to Public History, which had previously fulfilled the methods course requirement, is not analogous to AMST 300, Approaches in American Studies, the American Studies methods course, so it is now offered as an elective. Students in the first iteration of the PUBH 401 portfolio course were provided with project funds, university-sponsored headshots, and other professional development resources.

Greater accessibility and recruitment are priorities for the upcoming school year. Inaugural director Ashley Minner will depart after this semester to work for the Smithsonian.

Professor Sarah Fouts will serve as director in the fall. Professor Michael Casiano will teach PUBH 200, Intro to Public Humanities in the fall.

Total Public Humanities Minor Students: 7

Degree Programs:

- **Dawn Baskin**, Social Work – BA / American Studies Minor / Public Humanities Minor
- **Brandon Delivuk**, Ancient Studies / Cultural Anthropology BA, Public Humanities – Minor
- **Kayla Miller**, Cultural Anthropology / Biology BS / Public Humanities Minor
- **Kayla Brooks**, Cultural Anthropology BA / Public Humanities Minor
- **Avnee Sharma**, Cultural Anthropology BA / Public Humanities Minor
- **Karla Press-Porter**, Biology BS / Public Humanities Minor
- **Alex Tomlinson**, American Studies and History BA / Pre-Education Certificate / Public Humanities Minor

Audio Editing with Audition

Public Workshop with Jamyla Krempel

April 6, 2021 3 - 4:15 PM EST



**Nuts, bolts, best practices of audio editing
using Audition software**

Sponsored by the Department of American Studies, Public Humanities,
Maryland Traditions, and the Dresher Center for the Humanities



FY21 Budget

Income	Amount	Notes
HTLab Follow Up Grant	\$500.00	King, for PUBH 200
Maryland Traditions	\$7,925.00	Includes \$4925 rollover from FY20 as a result of COVID cancelations
Mellon	\$900.00	Baltimore Field School funding

CAHSS Dean	\$3,604.00	Approximately 2/3 of total expenses not funded by grants
Dresher Center	\$1,801.00	Approximately 1/3 of total expenses not funded by grants
Total Income*	\$14,730.00	
Expenses		
Grant-funded Honoraria, Public Events, Promo Video, Course Resources	\$9,325.00	H/T Lab (\$500), Maryland Traditions (\$4925 FY20 + \$3000 FY21), Mellon (\$900)
Professional Development Expenses for PUBH 401 Students, PubHum Advisory Committee Sponsorships	\$405.00	(\$300 student awards, \$5 headshot, \$100 sponsorship)
Summer Pay	\$5,000.00	\$2k PUBH 200 instructor, \$3k director
Total Expenses	\$14,730.00	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

Notes: In June 2019, Dean Scott Casper agreed to allocate \$5,000 annually, until this program has its own budget, from the Erich and Nabit Endowments (housed in the Dresher Center) to pay for Public Humanities programming, and up to \$10,000 from the Dean's Office, annually, to pay for operating costs. Based on this funding agreement, costs should be split 2/3 Dean's Office and 1/3 Erich and Nabit Endowments. Thus far, operating costs have been significantly offset by external funding, including Maryland Traditions, Carnegie Mellon Foundation, and Dresher Center H/T Lab grants. This support is never guaranteed and should not be considered part of the standard operating budget. The Department of American Studies contributed \$7,000 in-kind to the program with one course release per semester for the director and administrative support.

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Honoraria	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Travel	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Events	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Supplies / Materials	\$1,000.00	
Promotional Expenses	\$1,000.00	
Summer Pay	\$5,000.00	\$2k PUBH200 co-instructor, \$3k director
Total Expenses	\$15,000.00	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

PUBH 200: Introduction to Public Humanities (Fall 2019)

Instructors: Ashley Minner (AMST / PUBH) & Sarah Fouts (AMST)

Course Description: Students will learn about innovative public scholarship and develop programming that ethically addresses issues of race, and equity. They will cultivate skills to critique how public knowledge is developed while working collaboratively to produce projects and programming that respond to social justice issues. In partnership with local food justice organizations, Black Yield Institute and Sylvanaqua Farms, the course project will focus on land rights and food access for communities of color in the greater DMV area. Throughout the semester, students will gain experience with story circles, oral history, podcasting, mapping, archival research, digital humanities, and more. During the second part of the course, students will craft an idea for a Public Humanities project which they will be encouraged to further develop and execute as Public Humanities minors or for URCAD (though neither are required).

Course Learning Objectives:

- Describe the major issues and concepts in the field of Public Humanities
- Critically analyze Public Humanities programming
- Explain how Public Humanities are significant and necessary in a democratic society
- Design and collaboratively execute a public-facing project
- Learn technology to showcase Public Humanities content
- Identify Baltimore-based Public Humanities projects
- Apply methodologies used in Public Humanities
- Develop an original Public Humanities project proposal
- Convey complex social and cultural issues to the public in clear, concise, and cogent ways
- Learn diverse skills of oral and written communication for the general public

Total Students: 19

Degree Programs:

- Biological Sciences – BS

- Cultural Anthropology – BA, PubHum Minor
- Psychology - BA
- Ancient Studies – BA, Cultural Anthropology – BA, PubHum Minor
- Physics / Naval Science – BS
- Biochemistry and Molecular Biology - BS
- Undergraduate Studies
- Pre-Engineering / Visual Arts - BA
- English - BA
- Individualized Study – BA, Creative Writing Minor
- Pre-Computer Engineering / Pre-Mechanical Engineering
- Pre-Engineering / Psychology - BS
- Biological Sciences – BS, Psychology - BS
- Biological Sciences – BS, PubHum Minor
- Biological Sciences – BA
- American Studies – BA, History – BA, Pre-Education Certificate, PubHum Minor
- Biological Sciences – BA, Undergraduate Studies
- Biological Sciences – BS, Honors College
- Business Technology Administration – BA, Economics - BA

Course Partners: (all participated in a widely-attended event, *Food Access and Land Sovereignty in the DMV*, which took place via Zoom on December 2, 2020)

- **Eric Jackson** is an organizer, educator, and filmmaker, humbly serving as the visionary and a co-founder of [Black Yield Institute](#), committed to building a movement toward Black Land and Food Sovereignty in Baltimore. Currently, he and his team are committed to a 1.25 acre urban agriculture operation and building a cooperatively-owned grocery store in South Baltimore, while also conducting Black-led research, facilitating political education, and organizing an action network.
- **Jamyla Krempel** is a digital producer for WYPR, the NPR member station in Baltimore. She collaborates with reporters and local programs to create content for WYPR's online platforms. Jamyla has held a number of positions in public radio including reporter, host, and show producer. She and her colleagues won the Alfred I. Dupont-Columbia University award for *The Lines Between Us*, a year-long WYPR series that examined inequality in the Baltimore region. She has taught media literacy, community organizing and podcasting to high school students, and is an adjunct instructor at the University of Maryland Baltimore County.
- **Chris Newman** is an outspoken advocate of ecological, economic, and social sustainability in food. He is the founder of [Sylvanaqua Farms](#), which is charged with developing sustainable food-producing ecosystems throughout his ancestral homelands in the Chesapeake Bay region. As a member of the Choptico Band of Piscataway Indians, Chris places a heavy emphasis on the indigenous ethics, values, and knowledge serving as the foundation of the modern permaculture movement, and the decolonized worldview necessary to ensure the sustainable stewardship of natural resources.



PUBH 301: PubHum Project Development Lab (Spring 2021)

Instructor: Ngeri Nnachi-Azuewah, LLC doctoral student / AMST Graduate Assistant

Course Description: The Public Humanities Project Development Lab is a one credit course ideally taken after the 3-credit methods course (either AMST 300). During the semester, students go over the methods and ethics of public scholarship and programming and work with the instructor to develop content relevant to their interests in Public Humanities. Guest speakers and field trips are important parts of the course learning experience. Students are given the agency to take readings, assignments, and lessons from the content course in building a project. Students begin this work by sharing their individual proposals from PUBH 200.

Total Students: 1

Degree Programs:



Public Humanities Presents:

**"Solidarity Has No Gender: Reimagining
Our Collective Roles in Reproductive
Justice, Womanism, and Equity"**

Joyell Arvella, J.D.

March 26, 2021. 4:00pm-6:00pm

Joining info: meet.google.com/xhk-pgtn-dis

- Cultural Anthropology BA / Public Humanities Minor

Course Partner: (participated in the event, *Solidarity Has No Gender: Reimagining Our Collective Roles in Reproductive Justice, Womanism, and Equity*, which took place via Google Meets on March 26, 2021)

- [Joyell Arvella](#) is the founder and CEO of harp + sword, a consulting and advocacy firm that promotes racial and gender justice.

PUBH 401: PubHum Project Development Lab / Portfolio (Spring 2021)

Instructor: Ashley Minner (AMST / PUBH)

Course Description: In this one-credit course, students will create a more extensive and publicly-engaged component to their capstone research and further develop and actualize community-engaged projects begun in earlier semesters. The portfolio/lab experience will bring together students working on the public humanities across campus to build a community of reflective practice and support, working and learning collaboratively. Students will focus on completing a professional portfolio of work that will be useful for graduate or professional work.

Learning Goals:

By completing a minor in Public Humanities, students will:

- gain an interdisciplinary toolkit to produce scholarship/knowledge that connects to and enriches the public.
- develop skills of critical thinking, project management, effective communication, active listening, and empathy.
- build cross-communication and intercultural communication skills that foreground the ethics of public work and the agency of students and partners.
- gain an appreciation of collaboration, practice inclusion in the realm of knowledge production, and learn to respect various forms of expertise and experience.
- build sustainable projects that advance knowledge and contribute to the political, economic, social, and/or cultural well-being of communities and the many publics and audiences found in a diverse and democratic society.

Course Partner: (led a public audio editing workshop via Blackboard Collaborate on April 6, 2021)

- **Jamyla Krempel** is a digital producer for WYPR, the NPR member station in Baltimore. She collaborates with reporters and local programs to create content for WYPR's online platforms. Jamyla has held a number of positions in public radio including reporter, host, and show producer. She and her colleagues won the Alfred I. Dupont-Columbia University award for *The Lines Between Us*, a year-long WYPR series that examined inequality in the Baltimore region. She has taught media literacy, community organizing and podcasting to

high school students, and is an adjunct instructor at the University of Maryland Baltimore County.

Capstone Projects:

- [Dawn Baskin](#) (Spring '21), *Stories of Adult Music-Learners: Never Too Old to Start (Or Start Again)*
- [Kayla Brooks](#) (Fall '21), *Decolonizing Natal Care: An Ethnographic Study on Black Birth Work*
- [Brandon Delivuk](#) (Spring '21), *Reflections on Representation*

Public Events and Classroom Lectures

Ashley Hufnagel

AMST 300 Classroom Lecture, Blackboard Collaborate, October 19, 2020

William Isom + Devyn Kelly of Black in Appalachia

PUBH 200 Classroom Lecture, Blackboard Collaborate, October 26, 2020

Toya Ex Lewis

PUBH 200 Classroom Lecture, Blackboard Collaborate, November 2, 2020

Aletheia Shin

PUBH 200 Classroom Lecture, Blackboard Collaborate, November 4, 2020

Stanton Lewis (Lumbee Tribe of North Carolina)

AMST 345 Classroom Lecture, Blackboard Collaborate, November 11, 2020

Christopher K. Morgan (Native Hawaiian)

Public Artist Talk, WebEx, December 1, 2020

[Food and Land Sovereignty in the DMV with Jamyla Krempel, Chris Newman \(Choctico Band of Piscataway Indians\), and Erick Jackson](#)

Public Panel, Co-Sponsored by Red Emma's, Zoom, December 2, 2020

Rosy Simas (Seneca)

Public Artist Talk, WebEx, December 3, 2020

Jennifer Nash, Jean Fox O'Barr Professor of Gender, Sexuality, and Feminist Studies at Duke University, 14th Annual Korenman Lecturer

March 4th, 2021 (GWST event with PUBH co-sponsorship)

Joyell Arvella, *Solidarity Has No Gender: Reimagining Our Collective Roles in Reproductive Justice, Womanism, and Equity*

Public Lecture, Google Meets, March 26, 2021

Jamyla Krempel Public Audio Editing Workshop

Blackboard Collaborate, April 6, 2021

Curating in Community: George Ciscle in Conversation with Sandra Abbott and Ashley Minner

Public Lecture and Panel, Zoom, April 12, 2021

Lewis Wallace, *A View From Somewhere: Moving Toward Anti-Extractive Fieldwork Practices*

Public Lecture, Co-Sponsored by Red Emma's, Zoom, April 20, 2021

Roberto Dyea (Pueblo of Laguna and Mesita)

Public Artist Talk, Co-Sponsored by MICA, Zoom, May 3, 2021

Thomas Jones (Lumbee Tribe of North Carolina)

AMST 345 Classroom Lecture, Blackboard Collaborate May 5, 2021

Public Humanities End-of-Semester Showcase

Featuring the work of PUBH 301, PUBH 401, and AMST 422 + MCS Fellows

ARTIST TALK

Roberto M. Dyea (Tsi YOO Nah in Native Laguna Pueblo) has come from a long way home from Barstow, California. In April 2019, he proudly earned his Bachelor's Degree in Studio Arts at the University of Redlands, becoming the first generation in his family to earn a BA degree. His dream is to become an art professor to advocate for Native American, First-Generation, and People of Color students. Ultimately, he will continue his journey to earn his Master of Fine Art in Community Arts degree at Maryland Institute College of Art and say... "I did it."

Sponsored by the UMBC Department of American Studies, Public Humanities, Maryland Traditions, Dresher Center for the Humanities, and the Masters of Fine Arts in Community Arts (MFACA) Program of Maryland Institute College of Art. Hosted by UMBC's AMST 345 Indigenous Heritage: Issues of Representation and Ownership and the MFACA Power Speaker Series.

ROBERTO DYEA,
PUEBLO OF LAGUNA AND MESITA
MAY 3, 2021 | 1 PM - 2:15 PM

<https://umbc-edu.zoom.us/join/umbc-edu.zoom.us/meeting/register/tZYvfuGppjsgNly-TunOHtt92xtkv7o3zN45>















Public Humanities Advisory Committee

FY21 Committee Members:

Name	Department
Beverly Bickel	Language, Literacy, & Culture
Bill Shewbridge	Media & Communication Studies
Dawn Baskin	Social Work BA, AMST Minor, PUBH Minor (student rep)

Dena Aufseeser	Geography & Environmental Systems
Denise Meringolo	History
Frank Anderson	Shriver Center / Language, Literacy, & Culture
Jennifer Maher	English
Jessica Berman	Dresher Center
Joby Taylor	Shriver Center
Kate Drabinski	Gender, Women's, & Sexuality Studies
Maleda Belilgne	English / Africana Studies
Marina Adler	Sociology / Anthropology
Michael Casiano	American Studies
Ngeri Nnachi-Azuwiah	Language, Literacy, & Culture, AMST GA
Nicole King	American Studies
Sally Scott	Community Leadership Program
Rehana Shafi	Sherman Scholars
Sarah Fouts	American Studies
Shenita Denson	Language, Literacy, & Culture
Stephen Bradley	Visual Arts
Tamara Bhalla	American Studies
Tania Lizarazo Moreno	Modern Languages, Linguistics, and Intercultural Communication; Global Studies

Notes: We have continued to hold the second “meeting” of every semester in the form of a “google doc check in” due to the COVID-19 pandemic. It’s working for us!

Minutes:

[9.22.20](#)

[11.30.20](#)

[3.22.21](#)

[4.27.21](#)



A View from Somewhere: *Moving Towards Anti-Extractive Fieldwork Approaches*

Join us for the kick-off of the 2021 Baltimore Field School project!

**Tuesday,
April 20, 2021
5:30-7 PM**

Register
<https://bit.ly/3sk3LCu>

Lewis Raven Wallace is an award-winning independent journalist based in Durham, North Carolina. He's a co-founder and co-director of Press On southern movement journalism collective, the author of *The View from Somewhere: Undoing the Myth of Journalistic Objectivity*, and the host of *The View from Somewhere* podcast. He previously worked in public radio, and is a long-time activist engaged in prison abolition, racial justice, and queer and trans liberation. He is white and transgender, and was born and raised in the Midwest with deep roots in the South.



Discussion following the talk:

How can journalists and scholars working in the field learn from one another and build more equitable and ethical methods in humanities research?

moderated by
Imani Spence, Baltimore Field School



with
Camee Maddox-Wingfield
Sociology, Anthropology, and Public Health
UMBC

Sarah Fouts
American Studies and Public Humanities
UMBC



Baltimore Field School is a planning intensive focusing on building collaborative public humanities projects developed with community partners. Sponsored by The Andrew W. Mellon Foundation, the project seeks to create a model of ethical humanities research and teaching in Baltimore and cities like it.

Co-sponsors include Public Humanities at UMBC, Maryland Traditions, and Red Emma's.

Plus / Delta Evaluation

[+ (plus) = good, desirable, positive elements

Δ (delta) = elements we should consider changing in the future]

+	Δ
Advisory committee members are great!	We need ASL interpretation and live transcription to be built into all programming, as well as image descriptions on Instagram and Facebook posts if we are truly engaging the PUBLIC.
Ashley is great! *****	PUBH 401 student project awards need to be processed earlier in the semester and more \$\$\$
PubHum student projects are outstanding!	We really need access to a Zoom account. * *
Advent of PUBH 401 student project awards	Let's make a PubHum Google calendar
Incredible guest speakers *	State honoraria process is inequitable
Short + efficient advisory committee meetings	
Jason Duncan on tech support! 🎉 *	
New representation on the advisory committee from Sherman Scholars + Social Work	
Google doc check ins	
ASL Interpretation and live captioning provided at George Ciscle event *	



FY20 Annual Report



<https://cahss.umbc.edu/publichumanities>

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Executive Summary

UMBC's new minor in Public Humanities successfully launched in fall 2019. An advisory committee and by-laws were established. Inaugural courses and events ran with great success. As with any new endeavor, adjustments have been necessary along the way. Due to the global COVID-19 pandemic, spring courses had to pivot to online delivery, and a host of events were either postponed or canceled. Despite these challenging circumstances, our staff, faculty, and students have persevered. The importance of a focus on Public Humanities for a public institution like UMBC becomes ever more apparent. At present, three students have declared a minor in Public Humanities. Outreach and promotion of the minor are priorities for the upcoming school year.

Total Public Humanities Minor Students: 6

Majors:

- Social Work – BA / American Studies Minor / Public Humanities Minor
- Social Work – BA / Public Humanities Minor
- Ancient Studies / Cultural Anthropology BA, Public Humanities – Minor
- Cultural Anthropology / Biology BA / Public Humanities Minor
- Cultural Anthropology BA / Public Humanities Minor
- Cultural Anthropology BA / Public Humanities Minor

FY20 Budget

Income	Amount	Notes
HTLab / Dresher Inclusion Imperative	\$4,000.00	King, for PUBH200
Maryland Traditions	\$6,000.00	
CAHSS Dean	\$3,735.65	
Dresher Center	\$1,867.82	
Total Income*	\$15,603.47	
Expenses		
Honoraria, Public Events, Promo Video, Course Resources	\$4,000.00	HTLab / Dresher Inclusion Imperative
Events, Course Resources	\$5,603.47	CAHSS Dean + Dresher
Summer Pay	\$6,000.00	\$2k PUBH200 co-instructor, \$4k director, Maryland Traditions
Total Expenses	\$15,603.47	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

Budget FY20 (reconciled)

Notes: In June 2019, Dean Scott Casper agreed to allocate \$5,000 annually, until this program has its own budget, from the Erich and Nabit Endowments (housed in the Dresher Center) to pay for Public Humanities programming, and up to \$10,000 from the Dean's Office, annually, to pay for operating costs. \$3,000 of the FY20 budget was allocated for events cancelled due to the COVID-19 pandemic. The actual costs were

less in year one due to two grants (HTLab & Maryland Traditions). Based on the funding agreement, costs should be split 2/3 Dean's Office and 1/3 Erich and Nabit Endowments. The co-instructor summer pay (\$2,000) and director's summer pay (\$4,000) was funded by the final Maryland Traditions grant the Department of American Studies managed. The Department of American Studies contributed \$7,000 in-kind to the program with one course release per semester for the director and administrative support. The American Studies chair received an HT Lab grant for the inaugural PUBH 200 (fall 2019).

Standard Operating Budget

Income	Amount	Notes
CAHSS Dean	\$10,000.00	2/3 total budget
Dresher Center	\$5,000.00	1/3 total budget
Total Income*	\$15,000.00	
Expenses		
Project Expenses	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Honoraria	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Travel	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Events	\$2,000.00	PUBH200 and PUBH301, \$1k per course
Supplies / Materials	\$1,000.00	
Promotional Expenses	\$1,000.00	

Summer Pay	\$5,000.00	\$2k PUBH200 co-instructor, \$3k director
Total Expenses	\$15,000.00	

***AMST in-kind donation = \$7,000 (course releases for PubHum Director)**

PUBH 200: Introduction to Public Humanities (Fall 2019)

Instructors: Ashley Minner (AMST / PUBH) & Nicole King (AMST Chair)

Course Description: In this course, students were introduced to the field, core concepts, methods, and ethical practices in public humanities. The course was interdisciplinary in focus and covered numerous approaches to public scholarship. Students learned how to think through research projects and other creative activities while being introduced to ongoing community-engaged projects. During the second part of the semester, students developed a public humanities project idea and proposal, which they were encouraged to further develop and execute as a public humanities minor or for [URCAD](#) (though neither were required).

Course Theme: Telling a good story is at the heart of public engagement. *Listening to Stories of the City*, the first iteration of the Introduction to the Public Humanities course for the new minor in public humanities, brought together top professionals working in innovative narrative storytelling in Baltimore to train students in the skills necessary for creating public programming that matters. The fall 2019 course brought in alumni from the UMBC [Baltimore Traces](#) project, to work with students on developing skills and honing original project ideas. Both the professional storytellers and alumni returned at the end of the semester for a public event where students pitched and received

feedback on their own original public humanities project ideas. *(The course was funded by a Humanities Teaching Lab Grant)*

Total Students: 16

Majors:

- Biological Sciences – BA
- Social Work - BA/American Studies Minor/Public Humanities – Minor
- Social Work - BA/Public Humanities – Minor
- Visual Arts – BA
- Biological Sciences - BA/Sociology – BA
- BFA/Media & Comm Studies Cert/Photography Minor
- HealthAdmin & Policy Prog – BA
- Pre-Computer Science – BS
- Information Systems – BS
- Financial Economics – BS
- Biological Sciences – BA/Pre-Education Certificate
- Individualized Study – BA/Anthropology Minor/Asian Studies Minor/Honors College/Japanese Language
- Psychology – BS
- Biological Sciences – BA
- Biological Sciences - BA/Spanish Certificate
- Undergraduate Studies

Course Partners: (each taught a session; Aaron Henkin, Jamyla Krempel, and Kevin Griffin Moreno participated in a public panel and final feedback session with students at the end of the semester)

- [Aaron Henkin](#) and Wendel Patrick produce [Out of the Blocks](#), which is a uniquely immersive listening experience that emerges from a mosaic of voices and soundscapes on the streets of Baltimore. OOTB won a national Edward R. Murrow Award for outstanding news documentary and has expanded to other cities in the U.S. and internationally.
- [Jamyla Krempel](#) is a digital producer for WYPR, the NPR member station in Baltimore. She collaborates with reporters and local programs to create content for WYPR's online platforms. Jamyla has held a number of positions in public radio including reporter, host, and show producer. She and her colleagues won the Alfred I. Dupont-Columbia University award for *The Lines Between Us*, a year-long WYPR series that examined inequality in the Baltimore region. She has taught media literacy, community organizing and podcasting to high school students, and is an adjunct instructor at the University of Maryland Baltimore County.
- **Kevin Griffin Moreno ('96, History)** is a Baltimore-based storyteller, actor, and singer of Anglo-American traditional music. Kevin has been a featured performer at numerous storytelling events, including Stoop Storytelling, Writers & Words, and the Asia North Festival. He has also facilitated storytelling workshops for UMBC, Single Carrot Theatre, Public Allies, Bruun Studios, and Submersive Productions. In 2019, Kevin launched *Everything Flows*, a participatory art walking series. By day, Kevin is director of strategic projects at Maryland Institute College of Art. He is infatuated with myths, strange old songs, ghost rivers, the etymology of place names, and everything to do with waffles.
- **Dustin Roddy**, who received his B.A. as a double major in American Studies and Media & Communications in 2014, now manages UMBC's [New Media Studio](#). Roddy was a veteran of AMST & MCS's public humanities courses while a student. Roddy will be documenting the first iteration of PUBH 200 to make a short documentary for future iterations of the course.

PUBH 301: Project Development Lab (Spring 2020)

Instructor: Shenita Denson, LLC doctoral student / AMST Graduate Assistant

Total Students: 5

Majors:

- Social Work - BA/American Studies Minor/Public Humanities – Minor
- Pre-Computer Science
- BA/Anthropology Minor/Asian Studies Minor/Honors College/Japanese Language
- Biological Sciences - BA/Pre-Education Certificate
- Ancient Studies / Cultural Anthropology BA, Public Humanities - Minor

The Public Humanities Project Development Lab is a one credit course attached to a 3-credit methods content course (either AMST 300 or HIST 300). During the first part of the semester, students go over the methods and ethics of public scholarship and programming. Students work with the instructor in building the second part of the semester based on readings and assignments from the content courses and their interests in Public Humanities. Guest speakers and field trips are important parts of the course learning experience. Students are given the agency to take readings, assignments, and lessons from the content course in building a collaborative project. Students began this work by sharing their individual proposals from PUBH 200.

AMST 403: Inaugural Community Fellows

Instructor: Sarah Fouts (AMST / PUBH)

AMST403 Food Ethnography in America was taught by Prof. Sarah Fouts and co-taught with New Orleans-based cultural documentarians, Fernando López and Chloe Sigal. As the Community Fellow, Fernando trained students on field work ethics, basic photography, and photo editing processes. Prof. Fouts, Fernando, and Chloe worked with students to produce the exhibition entitled, "Food Ethnography in the Time of Covid-19," a public humanities project that used Knight Lab open source StoryMap software. The exhibit mapped student ethnographic projects documenting (safely) their "field work" in which they observed and analyzed how food shaped their Covid-19 experiences.

Student projects looked at issues like navigating teenage diets, growing food in home gardens, Americanization of Korean-American diets, grocery store shortages and responses, feeding pets, and food waste. The course featured Community Fellow Fernando Lopez's virtual photography workshop and students crafted independent research questions, documented their field work through photographs, and created narratives using StoryMap to showcase their work. The exhibit opening took place virtually on May 7, 2020.

Fernando and Chloe were paid a combined \$2,500 for their work as community fellows. This trial will inform the Community Fellows program we hope to build through the Mellon-funded Baltimore Field School project in 2021.

Events

Listening to Stories of the City

AOK Library Gallery

November 12, 2019

This event was planned and hosted by PUBH 200 students, and featured course partners Kevin Griffin Moreno, Aaron Henkin, and Jamyla Krempel.

[This Land is Not Your Land: Community Gardens and Land Precarity](#)

Red Emma's

November 15, 2019

Threats to land access and land rights loom large when organizing and sustaining community garden and urban farming movements. Whitelock Community Farm, Pop Farm, Black Yield Institute, and Filbert Street Garden all provide spaces where their communities can thrive, offering neighborhood events, educational programs, and increased access to beauty, nature, and healthy foods. Despite their important contributions, these organizations encounter struggles in terms of land--from acquisition and environmental concerns to threats of displacement due to land grabs from developers. Moderated by *Baltimore Beat* editor in chief, Lisa Snowden-McCray, this panel provided an opportunity to listen to these stories and discuss possibilities for intervention. This event was organized by UMBC students Lydia Coley and Rebecca Ferguson, and sponsored by the Public Humanities Minor Program, the Orser Center in the Department of American Studies, and the Dresher Center for the Humanities at UMBC.

Public Humanities Advisory Committee

FY20 Committee Members:

Name	Department
Alan Kreizenbeck	Theatre
Beverly Bickel	Language, Literacy, & Culture
Bill Shewbridge	Media & Communication Studies
Dawn Baskin	Social Work BA, AMST Minor (student)
Dena Aufseeser	Geography & Environmental Systems
Denise Meringolo	History
Frank Anderson	Shriver Center
Jennifer Maher	English
Jessica Berman	Dresher Center
Joby Taylor	Shriver Center
Kate Drabinski	Gender, Women's, & Sexuality Studies
Maleda Belilgne	English / Africana Studies
Marina Adler	Sociology / Anthropology
Michael Casiano	American Studies
Nicole King	American Studies
Sally Scott	Community Leadership
Sarah Fouts	American Studies
Shenita Denson	Language, Literacy, & Culture (student), AMST / Public Humanities GA

Stephen Bradley	Visual Arts
Tamara Bhalla	American Studies
Tania Lizarazo Moreno	Modern Languages, Linguistics, and Intercultural Communication; Global Studies

Notes: The Public Humanities Advisory Committee adopted [by-laws](#) on April 16, 2019. Per the by-laws, the committee met four times during SY 19/20, twice per semester. The final meeting on 3/30/20 was held in the form of a “google doc check in” due to the COVID-19 pandemic.

Minutes:

[9.16.19](#)

[11.19.19](#)

[2.19.20](#)

[3.30.20](#)

Plus / Delta Evaluation

[+ (plus) = good, desirable, positive elements

Δ (delta) = elements we should consider changing in the future]

+	Δ
---	---

Advisory committee was very helpful	Eliminate project assignment from PUBH 200 to avoid overlap with PUBH 301 and AMST 300
Budget felt adequate	Not enough hands-on experiences
Co-teaching PUBH 200 is beneficial, like that we rotate faculty	Perhaps too much focus on the specific research interests of faculty
Student-led events!	More on ethics
Course partners + guest speakers!	More on AMST methods early on (i.e. semiotic analysis, analysis of material culture, etc.)
	Have clearer outcomes and expectations of PUBH 301 and how it relates to the other courses in the minor, what the "end product" should be – PUBH 301 should be a “toolkit” class
	Incorporate lessons / a whole class on time management
	Think more about how PUBH courses dovetail with AMST 300 / HIST 300
Outreach	Develop a clear plan of outreach to departments/programs and advising office that dovetails with the advising schedule
Promotional video (complete before fall advising)	We may need to be creative here and record audio voiceover and use photo of

	the director if we cannot resume work in the New Media Studio safely... or record the final pieces outside (reach out to Dustin)
Develop strategies for online learning for public humanities	Covid-19 may be with us for a while so this may be useful even in future courses

Appendix C: Assessment of Student Learning Outcomes

Department of American Studies
Assessment Coordinator: Michael Casiano, Assistant Professor

This appendix contains a copy of the required Student Learning Outcomes assessment report that the department prepared and submitted in July 2023, beginning with our approved plan for assessing student learning, as well as reflections on curricular strengths and weaknesses identified through conversations among faculty and students. Supplemental documents, including rubrics, course and curriculum mapping, and other tools are embedded below.

Given faculty turnover and shifting service obligations, the department has found assessment challenging. Continuity achieves the best and most impactful assessment outcomes, particularly for students. As such, we gesture toward changes we have made to streamline assessment, as well as aspirational goals for assessment in future rounds.

Student Learning Objectives (SLO) and UMBC Functional Competencies (FC)

The American Studies curriculum is designed to help students develop critical thinking and writing skills. The department's model has always included a core of interdisciplinary courses which provide an engaging shared experience in cultural study, combined with the selection of special curricular emphasis areas and themes, where students may pursue individual interests through a variety of courses and seminars, independent studies, and internships. Since our last APR, American Studies has augmented its curriculum with the creation of a Public Humanities minor that centralizes community-engaged inquiry and that encourages student service learning.

These goals are linked to our program learning objectives (PLOs), which are as follows (UMBC General Education Functional Competencies in parentheses). Graduates of the American Studies department should have:

1. An understanding of key American studies theories, concepts, and methods and ability to apply scholarly insight into historical and contemporary social and cultural issues. (FC 3: Critical analysis and reasoning)
2. Developed a complex picture of the cultures of the U.S., gaining an understanding of the relation among race, ethnicity, gender, sexuality, religion, and class, in their local, national and global aspects. (FC 3: Critical analysis and reasoning)
3. Developed a knowledge base of the contemporary scholarship on global America, its social institutions, and its literary, material, and visual culture.
4. Gained skill in conducting research in the field, including: (FC 1: Written and Oral Communication and FC 5: Information Literacy)
 - a. Identifying and using primary and secondary sources (FC 5)
 - b. Selecting and applying appropriate interdisciplinary methodologies, analytical frameworks, and interpretive strategies to support an original argument; and (FC 5)
 - c. Gain critical interpretive skills through oral and written modes of communication. (FC 1)
 - d. Participated in a variety of experiences, including group work, class discussion, projects and applied experiences, that require community engagement, connect the

classroom with the outside world, encourage students to see the connections between theory and practice, and enable students to gain skills in working with persons of diverse backgrounds and opinions required for effective community engagement and social justice. (FC 1: Written and Oral Communication OR FC 3: Critical analysis and reasoning)

UMBC Functional Competency and Aligned SLOs

The American Studies Department implemented a curricular change in 2016 for the interrelated purposes of making our Capstone sequence more conducive to alternative forms of scholarly expression and to expand the variety of experiences to which students are exposed. The change in question was the introduction of two Capstone final deliverables instead of one. Traditionally, the department required every major to complete a 25-page scholarly paper. While the department promotes strong writing skills and the production of original research that applies interdisciplinary methodologies, analytical frameworks, and interpretive strategies to support an original argument (4b), it equally promotes applied experiences, community engagement, and outward facing scholarship (4d).

As such, we provided students the opportunity to develop a project-based final deliverable rooted in the traditions of public humanities and public scholarship (i.e., documentary films, museum exhibitions, radio series, etc.). Such an assignment would expand the options for students to engage in diverse functional competencies. The scholarly paper option fulfilled FC 1 and FC 3. The project-based assignment fulfilled both competencies but, given students' penchant for choosing digital routes for their projects, including interactive story maps, online exhibits, and podcast series, also fulfilled FC 4.

We have chosen to focus on assessing how our SLOs align with FC 3: critical analysis and reasoning, particularly in considering how the project-based assignment encouraged or inhibited the construction of cogent arguments through close scholarly engagements with a variety of cultural artifacts, primary sources, and secondary literatures.

Course Selected

Since our APR in 2016, we have been collecting data on AMST490: Senior Seminar, particularly regarding the success of the project-based Capstone option. AMST490 is the culmination of our two-course Capstone series. Students develop project proposals in AMST300: Approaches in American Studies and execute those proposals in AMST490.

Student Learning Outcomes

The two student learning outcomes (SLOs) that we have tracked are SLO 1 and SLO 4d. In providing an alternative option for students to express their work, we had two questions in mind. First, how could students use alternative modes of scholarly presentation to demonstrate a fluency in American Studies' core theories, concepts, and methods (SLO1)? Second, would allowing students to produce unconventional projects fulfill another key facet of the department's burgeoning interest in publicly engaged and community-centered scholarship (SLO 4d)?

Direct Assessment Measure

Our direct mode of assessment is based both on how many students elected to produce a project instead of a paper as their Capstone deliverable and what kind of projects emerged. In the most recent iteration of AMST490 (Spring 2022), the course had only one enrolled student. To provide a larger sample size, we will focus our report on the Spring 2021 AMST490 offering which had nine enrolled students.

At the beginning of each AMST490 course, students are provided the following prompts to outline their two options:

Option 1: (Research Paper) You may use the topic you developed in AMST300. If you choose this option, I will still expect you to revise and develop those ideas. That is, you won't just be cutting and pasting what you already wrote, but rather using it as a basis for developing your project. You will propose a topic of your own original design. Think about courses in American Studies that really inspired you. Were there any lingering questions or research topics that you might want to explore further? Additionally, you may want to think about your future career path in formulating this topic. [Length 20-25 pages]

Option 2: (Research Project) Following the same research guidelines and effort involved in the 20-25-page paper, students may choose the project option. You follow all the basic research guidelines but may develop a project, such as a short film, museum exhibition, or other approved project. A 10-12-page context paper must accompany all research projects. The context paper includes the general project overview, social/historical context, literature review, and justification of the project's significance to the field. [Project and 10-12-page paper].

Indirect Assessment Measure

Our indirect assessment measure includes an exit survey with each of the students in the course to assess why they elected the project or paper option and how they assess their overall experience with their selection. Of particular interest is whether students found the project a useful way to engage communities, how the project enabled students to exercise critical analysis and reasoning skills, and whether the project and attendant 10-to-12-page paper constituted "comparable effort" to a 25-page research paper.

Results

Of the nine students enrolled in the Spring 2021 offering of AMST490, four elected the project option. Projects included: a documentary on the politics of Black hair, a digital story map on the role of higher education institutions in processes of gentrification in Baltimore, a podcast on the history and contemporary manifestations of Black spoken word traditions, and a digital exhibit on the corporate ethos of the Hershey Company. Each of these projects was accompanied by a 10-to-12-page paper that situated the cultural product (i.e., the documentary, story map, podcast, and digital exhibit) within a relevant set of scholarly literatures and articulated how and why the project constituted an exercise in American Studies. As such, they satisfied both assessed SLOs.

Discussion

Currently, the department is doing well at guiding student projects through the development of competencies that faculty themselves have undertaken. That is, with the continued development of Public Humanities, faculty have become versed at providing students with tools and resources to produce podcasts, to create digital exhibits and story maps, and to edit video footage. And if faculty are not versed in such areas, there is a large ecosystem at UMBC where such competencies can be found among colleagues. Such familiarity encourages students to elect the project option because they feel as though it is a plausible avenue. Most of the projects also engage local community members or issues and involve place-based analysis. This orientation speaks to the department's strength in community-based research.

Based on the results of the survey and students' verbal feedback, the project option is perceived as more onerous than the paper option. In future iterations of the course, we will attempt to quantify "comparable effort" to ensure that students who select either Capstone project will exert the same time and energy on their efforts.

To "close the loop" on our departmental program review, we have dedicated previous cycles to analyzing the relationship between our two Capstone sequence courses (AMST300 and AMST490). We focused on the process of *revision* in our course sequences and adapted our course assignments in AMST300 and AMST490 to ensure that students had multiple attempts to write and rewrite sections of their research papers and/or accompanying project essays. We also included more opportunities for peer review in both courses for students to receive several rounds of feedback from both their instructors and peers.

Because we invested deeply in our assessment process early on, when we faced the turmoil in the pandemic we could not give it the same attention we had.

While the quality of the Capstone projects does not ultimately reflect the effectiveness of these changes, students have shared that the pressures and stresses of COVID have made the completion of long-term projects even more difficult than usual. We are hoping that a return to relative normalcy will allow us to better assess the results of these curricular changes in future assessment cycles.

General Education Program (GEP) Learning Assessment

Course Selected

The department will assess AMST100: Introduction to American Studies. This course introduces students to the key theories, methods, and approaches in American Studies through an engagement with central texts, ideas, and cultural artifacts essential to the field. The course satisfies an **Arts and Humanities (AH) GEP**.

AMST100 engages the humanities theoretically and practically in ways that productively align program-level SLOs with university-level FCs and allow students to build, practice, and refine fundamental knowledge on issues of social import (Figure 1). In AMST100, students are introduced to a broad set of intellectual currents from literature, history, sociology, anthropology, political economy, and other disciplines. Because of American Studies' interdisciplinary

character, the course centralizes cultures of everyday life and social constructions of identity. It does so by employing theories, methods, and approaches from diverse disciplinary lenses to engage how human life has been variously analyzed, interpreted, and constituted. Additionally, students are introduced to several diverse texts and required to express fluency in them through written work and tests.

AMST100 is one of our most popular courses and is often the course for which we offer the most sections per semester. In Fall 2022, we offered four sections of AMST100—more than any of our other core courses. The course consistently boasts a wide range of under- and upper-classman, undeclared students, and transfers, as well as majors and non-majors.

AMST100: Introduction to American Studies			Formative Learning				Summative Learning	
	Course-Level SLOs	Alignment	Reading Responses	Discussion Boards	Group Activities	Participation	Midterm Exam	Final Exam
1	An understanding of key American studies theories, concepts, and methods and ability to apply scholarly insight into historical and contemporary social and cultural issues.	FC3	2	2	1	1	4	4
2	Developed a complex picture of the cultures of the U.S., gaining an understanding of the relation among race, ethnicity, gender, sexuality, religion, and class, in their local, national and global aspects.	FC3	2	2	1	1	4	4
3	Developed a knowledge base of the contemporary scholarship on global America, its social institutions, and its literary, material, and visual culture.	FC1	2	2	1	1	4	4
4	Gained skill in conducting research.	FC1	2	2				
4a	Identifying and using primary and secondary sources.	FC5	2	2				
4b	Selecting and applying appropriate interdisciplinary methodologies, analytical frameworks, and interpretive strategies to support an original argument.	FC5	2	2	1	1		
4c	Gain critical interpretive skills through oral and written modes of communication.	FC1	2	2		1	4	
4d	Participated in a variety of experiences, including group work, class discussion, projects and applied experiences, that require community engagement, connect the classroom with the outside world, encourage students to see the connections between theory and practice, and enable students to gain skills in working with persons of diverse backgrounds and opinions required for effective community engagement and social justice.	FC1/FC3/AFC6		1	1	1		
Benchmarks								

Key: In this learning opportunity, students ...	
Do not focus on this outcome	
Gain fundamental knowledge and skills in this outcome	1
Practice and build their learning in this outcome	2
Complicate and refine their learning in this outcome	3
Demonstrate undergraduate-level proficiency in this learning outcome	4
Thick borders indicate formal assessments	

Figure 1. AMST100 Course Assessment. This chart details the formative and summative learning outcomes of AMST100 and how they align with course-level SLOs and university-level functional competencies.

Student Learning Objectives (SLO) and UMBC Functional Competencies (FC)

We assessed FC 3: critical analysis and reasoning. Specifically, we assessed two SLOs: SLO 1 and SLO 2.

Direct Assessment Measure

In the Spring 2021 offering of AMST100, the instructor included a new reading response prompt for students to complete. The prompts for the course typically assess a students' ability to synthesize key arguments from a series of readings. While these skills are important, they do not account for a key element in SLO 1 which stresses methodological diversity. As such, students were provided the following prompt:

Over the course of the latter half of the semester, we've engaged several pieces of media to provide grounded engagements with the broader concepts outlined in the readings and classroom lectures. For this response, students should select **one piece of classroom media** and describe how it illuminates the thematic interests of the week in which it was shown. If students need to reference the media shown in class links and videos have been uploaded to the **Course Materials** folder of Blackboard. Students will be graded on the following:

- The writer has *referenced* two readings and/or classroom discussions;
- The writer has connected the key concepts of those readings with a piece of media from class;
- The writer has met the 500-word requirement;
- The writer has properly cited any material using a uniform style guide (i.e. MLA, Chicago, AP, APA, etc.);
- The writer has included a Works Cited page if they have incorporated course readings into their response.

The instructor created a rubric to standardize assessment of reading responses and align analytical foci with SLOs and functional competencies (Figure 2).

Indirect Assessment Measure

In the Spring 2021 offering of AMST100, students were given two non-cumulative exams: a midterm exam and a final exam. The exams were administered in the middle of the semester and at the end of the semester, respectively. The fundamental problem that the instructor experienced was how to ensure that test scores reflected a genuine understanding of the material, or SLOs 1 and 2. To do that, the instructor relied on testing metrics to reframe test questions and ensure that they were measuring students' authentic engagement with the course material.

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Response #1	AMST100: Introduction to American Studies	Casiano, Michael	56	48	85.71	46	95.83
Response #2	AMST100: Introduction to American Studies	Casiano, Michael	61	58	95.08	57	98.28
Response #3	AMST100: Introduction to American Studies	Casiano, Michael	61	59	96.72	59	100
Response #4	AMST100: Introduction to American Studies	Casiano, Michael	61	55	90.16	55	100

Summary Statistics			
Scored Evaluations	220	# Pass	217
Mean Score	4.85		
Rows	5	% Pass	98.64
Median Score	5		
Possible Item Scores	1100	Highest Score	5
Std Dev	0.54		
Actual Item Scores	1100	Lowest Score	2
KR(20) / Cronbach Alpha		0.65	

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Student has clearly defined and/or explored the key analytic term or terms outlined in the prompt.	0.98	■ 215 (97.7%) Excellent ■ 5 (2.3%) Missing	
2	Student has succinctly and comprehensively synthesized insights from two-to-three readings or other approved classroom materials.	0.93	■ 204 (92.7%) Excellent ■ 16 (7.3%) Missing	
3	Student has met the minimum word count requirement.	0.98	■ 215 (97.7%) Excellent ■ 5 (2.3%) Missing	
4	Student has consistently cited all sources using a uniform citation style.	0.97	■ 214 (97.3%) Excellent ■ 6 (2.7%) Missing	
5	Student has made minimal spelling, grammatical, usage, and punctuation errors.	1	■ 220 (100%) Excellent ■ 0 (0%) Missing	

Figure 2. AMST100 Reading Response Rubric, Spring 2023. For reading responses, students are graded out of 5 points. Each point corresponds to an essential thematic preoccupation of the course or a college writing metric. For instance, the first two metrics assess students' ability to identify and define a key analytic term and to synthesize diverse classroom materials to illuminate that term. The remaining three metrics evaluate students' demonstration of college-level writing by assessing citation, style, and length. The above graphic details 220 evaluations over the course of the Spring 2023 semester. Pass rates increased as students became more familiar with expectations and received feedback as to how to improve challenging areas. The .65 Cronbach Alpha score indicates a general reliability across results, though constructing a more nuanced gradient for levels of achievement will allow for more specific grading in future iterations of the course.

Results

The new reading response prompt came partially from a check-in with students who expressed a desire to incorporate classroom media into their reading responses because it often proved more engaging than the theoretical texts that form a large basis of the syllabus. They had a point. In addition to the more inspiring content, the prompt challenged students to synthesize scholarly articles with close analyses of films, news clips, documentaries, and other pieces of media.

While student performance dipped on this assignment, that is less due to the difficulty of the prompt and more due to the decrease in overall submissions that was largely a result of the difficulty of adjusting to the first fully in-person semester.

Regarding exams, the differences in testing metrics between the midterm and final exam provided indispensable data on how to craft exams more effectively—a traditional form of assessment that we do not typically rely on, but which became preferable for students who had difficulties executing longer research papers.

The midterm exam consisted of 30 multiple choice questions and one short answer. The average score was 35.75/40 (a B+). After running analytics for the test, the percentage of questions that were assessed as “good” in terms of discrimination (i.e., how well questions differentiate between students who know the subject matter and those who don’t) was only 61 percent. The goal was to ensure that students with a clear understanding of the material did well on the test without creating an overly opaque or arbitrarily difficult exam. As such, the instructor isolated the questions with good discrimination scores *and* medium difficulty scores (for which there were only 16 percent) and used them as models to craft the final exam questions.

The final exam consisted of 40 multiple choice questions. The average score was a 31.48/40 (C+). The percentage of questions with “good” discrimination scores rose to 75 percent. The percent of “medium” difficulty questions rose to 35 percent. The changes allowed for the instructor to assess which students possessed an authentic understanding of key American studies theories, concepts, and methods (SLO 1) and which students better and more equitably had developed a complex picture of the cultures of the U.S. (SLO 2).

In assessing one of our longest running (and important) courses, we discovered that more media-centered instruction could enliven the complexity of the course. AMST100 has always been a difficult course given the vast swath of multi-disciplinary groundwork that must be laid for students to experience an authentic representation—and sufficiently complete survey—of an evolving and ever-changing field. While students preferred exams during the pandemic, a shift back to longer research papers—or the option to do either or—has been discussed considering testing data.

Discussion

Across our GEP courses, the department is doing well in instructing students on complex and politically fraught issues, such as race, gender, class, sexuality, nation, and ability. It should continue to augment its syllabi with newly published material and challenge students to analyze a diverse array of media.

As a department that values community engagement, we have integrated community members via guest lectures and, sometimes, through field trips. Continuing to make clear connections through creative pedagogy and longer-term group assignments has been a continued focus that we hope to keep strengthening.

Given staffing changes in our last cycle, we did not assess a GEP course in the previous biennial cycle.

Summary

Departmental instruction has radically changed given faculty turnover and post-pandemic issues that have made it incumbent upon instructors to enliven course offerings and compel student participation and engagement. To achieve the latter outcome, the faculty mapped the American Studies curriculum (appended below) to ensure that students are receiving diverse course offerings, as well as varied assessments across offerings. In mapping the curriculum, faculty observed three broader trends:

1. **Diversity of assignments.** Faculty have provided students with substantively distinct and engaging assignments. From auto-ethnographic analyses to movie reviews to reflective essays to collaborative projects to briefs to traditional exams, the American Studies curriculum offers students a plethora of diverse projects that reflect the department's investment in interdisciplinary teaching and instruction. Such creative pedagogy speaks to the department's strength in student engagement.
2. **Sparse and perhaps redundant lower-level offerings.** The department has noted that the American Studies curriculum ramps student education into upper-level courses after just 6 credits of lower-level courses, none of which serve as prerequisites for 300- and 400-level courses. Additionally, the two lower-level courses, AMST100 and AMST200, overlap in ways that present some redundancies. Not all these redundancies are necessarily negative, especially both courses' emphases on research methods. Faculty have discussed either consolidating these courses or ensuring that the negative redundancies are excised in future syllabi. They have also discussed adding an additional lower-level course to the core curriculum.
3. **Arbitrary core themes.** American Studies has evolved profoundly since this curriculum was designed, particularly regarding global and transnational theoretical frameworks. While departmental curricula in the past needed to instill global perspectives as American Studies was going through its "transnational turn," most (if not all) courses offered by faculty today integrate global perspectives. Additionally, faculty tend to organize courses around mining social structures. They also tend to use cultural production to teach their students. These realities all point to the potentiality that the department's three core themes, U.S. Social Structures, Global America, and American Signs, have perhaps become obsolete. Faculty will consider reorienting these tracks before the next APR.

			Lower-Level Foundational Core		U.S. Social Structures								Global America					American Signs					Upper-Level Foundational Core		
American Studies Curriculum Map			100	200	310	317	320	356	380	413	422	480	345	352	372	375	403	322	325	365	395	464	300	Applied Experience	490
	Program-Level SLOs	Alignment	Intro	Survey	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Seminar	Writing Intensive	Service Learning	Capstone
1	An understanding of key American studies theories, concepts, and methods and ability to apply scholarly insight into historical and contemporary social and cultural issues.	FC3	1	1	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	4	4	4
2	Developed a complex picture of the cultures of the U.S., gaining an understanding of the relation among race, ethnicity, gender, sexuality, religion, and class, in their local, national and global aspects.	FC3	1	1	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	4	4	4
3	Developed a knowledge base of the contemporary scholarship on global America, its social institutions, and its literary, material, and visual culture.	FC3	1	1	2	2		2			3		2	2	2	2			2	2	2	3	4	4	4
4	Gained skill in conducting research.	FC1	1	1		2	2	2	2	3	3	3	2	2	2	2	3		2	2	2	3	4	4	4
4a	Identifying and using primary and secondary sources.	FC5	1	1		2	2	2	2	3	3	3	2	2	2	2	3		2	2	2	3	4	4	4
4b	Selecting and applying appropriate interdisciplinary methodologies, analytical frameworks, and interpretive strategies to support an original argument.	FC5	1	1		2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	4	4	4
4c	Gain critical interpretive skills through oral and written modes of communication.	FC1	1	1	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	4	4	4
4d	Participated in a variety of experiences, including group work, class discussion, projects and applied experiences, that require community engagement, connect the classroom with the outside world, encourage students to see the connections between theory and practice, and enable students to gain skills in working with persons of diverse backgrounds and opinions required for effective community engagement and social justice.	FC1/FC3/AFC6	1	1	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	4	4	4
Signature Assignments			Exam	Auto-Ethnography Analysis	Discussion Forum	Movie Review	Group Presentation	Briefs	Collaborative Project	Research Paper	Reflective Essay	Collaborative Project	News Report Documentary	Response Paper	Group Archival Project	Reading Comprehension Quiz	Collective Project	Class Logs	Readings Journals	Creative Final Project	Assignment Talkbacks	Research Project	Research Proposal	Reflective Essay	Capstone Paper or Project

Key: In this learning opportunity, students ...	
Do not focus on this outcome	
Gain fundamental knowledge and skills in this outcome	1
Practice and build their learning in this outcome	2
Complicate and refine their learning in this outcome	3
Demonstrate undergraduate-level proficiency in this learning outcome	4
Thick borders indicate formal assessments	

CURRICULUM VITAE**TAMARA AYESHA BHALLA****EDUCATION**

Ph.D.	2008	University of Michigan, English Language and Literature
M.A.	2003	University of Michigan, English Language and Literature
B.A.	2000	Boston University, English Literature, minor in Spanish

Experience in Higher Education

2022 – present	University of Maryland Baltimore County, Department Chair, American Studies
2020 - 2020	University of Maryland Baltimore County, Acting Department Chair, American Studies
2016 – present	University of Maryland Baltimore County, Associate Professor, American Studies
2008 – 2016	University of Maryland Baltimore County, Assistant Professor, American Studies
2003 – 2008	University of Michigan, Graduate Student Instructor, English Language and Literature

Experience in Other than Higher Education

2001 – 2002	Arnold and Porter, Washington D.C., International Trade Division, Legal Assistant
2000 – 2001	Houghton Mifflin Publishing Company, Boston, Massachusetts Editorial Assistant
1999	Natural History Museum, Smithsonian, Washington, D.C. Photography Intern
1998	Museo Nacional Centro de Arte Reina Sofia, Madrid, Spain Photography Intern
1997	John F. Kennedy Library and Museum, Boston, Massachusetts Photography Intern

Honors Received

2022	Marilyn E. Demorest Faculty Advancement Award	
2021	Student Research Assistance for Faculty Research and Achievement (RCA)	Creative
2004	Heberle Award for Excellence in Academic Writing, (First Place in Competitive Award Selection) Department of English,	University of Michigan
2000	Phi Beta Kappa	
2000	Graduation with distinction, Boston University	
2000	Magna Cum Laude, Boston University	

Research Support, Grants and/or Fellowships

2023-2027	\$750,000, Andrew W. Mellon Foundation, Co-PI and Lead Writer, Global Asias Initiative: Reframing Asian American and Asian Studies
2023-2024	\$40,000, Breaking the M.O.L.D, Professional Development Award
2022 – 2023	\$10,000, Breaking the M.O.L.D, Selected Participant in Leadership Program
2021	\$6,750 Dresher Center for the Humanities Residential Faculty Research Fellowship, Fellow, <i>(award won for Spring 2021 but deferred to Fall 2021 due to COVID-19 pandemic)</i>
2020	\$4,000, HT Lab Grant: AMST 375: Asian American Studies and Public Humanities at the Smithsonian National Museum of American History, Faculty Recipient <i>(postponed to Spring 2021 due to COVID-19 pandemic)</i>
2011	\$5000, Dresher Center Summer Faculty Research Fellowship, University of Maryland Baltimore County, Fellowship Recipient
2010	\$4000, Summer Faculty Research Fellowship, University of Maryland Baltimore County, Fellowship Recipient
2009	\$6000, Summer Faculty Research Fellowship, University of Maryland Baltimore County, Fellowship Recipient
2007	\$750, Research Grant, Center for the Education of Women, University of Michigan, Fellowship Recipient
2006	\$14,400, Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan, Fellow
2006	\$1500, English Department Dissertation Grant, University of Michigan English Department, Fellowship Recipient
2006	\$1500, Rackham Graduate School Dissertation Grant, University of Michigan, Fellowship Recipient
2002 – 2008	\$8000/semester, Rackham Merit Fellowship, University of Michigan Rackham Graduate School, Fellow

Ph.D. Students

- Sonya Squires-Caesar Money Tales: Tangled Financial Socialization of US Immigrants' Use of Rotating Savings and Credit Associations

Selected Undergraduate Students

- Megumi Fukuzawa, UMBC Undergraduate Research and Creative Achievement, 2022-2023, Advisor "Expressing Big Feelings and Challenging Maternal Blame: The Asian American Mother-Daughter Trope Reimagined"
- Cassie Davis, UMBC Review Publication, "Implications of Rhetoric: A Newspaper Analysis of Immigration Policy" and Recipient of 2020 Phi Kappa Phi Chapter 22 UM-UMBC Undergraduate Research Award winner, Advisor, Spring 2021

- Alexandra Rodriguez, UMBC Review Publication, “‘Old Town Road’ and the Racial Politics of Country Music”, Advisor, Spring 2021
- Matthew Poissant, Departmental honors thesis, “Deceptive Innovation,” Fall 2014, Advisor
- Shannon Mitchell, Departmental honors thesis “*Geographically Skewed News: A Trayvon Martin Case Study*,” Fall 2014, Advisor
- Dora Korewa, “The Mafioso and the Guido: a New Dichotomy in Italian-American Stereotype,” Spring 2011 URCAD Presentation Advisor
- JoAnna Gavigan, “*Their Mom-and-Pop-Shop: The Use of Ethnic Stores in Immigrant Communities*,” Spring 2010, Advisor

PUBLICATIONS, PRESENTATIONS, AND CREATIVE ACHIEVEMENTS

Publications

- **Peer-Reviewed Works**

- **Book**

- [Reading Together, Reading Apart: Identity, Belonging, and South Asian American Community](#). University of Illinois Press, 2016.

- **Articles**

- “To Understand the Other, You Have to Be a Mother: Jenna Bush Hager’s #ReadWithJenna Book Club and the Politics of Race and Motherhood” (*Accepted for publication at Reception: Texts, Readers, Audiences, History, Publication in 2024*)
 - “Asian American Literary Reception and Readership.” *Oxford Research Encyclopedia of Literature*, 29 July 2019.
 - “The True Romance of W.E.B. Du Bois’s *Dark Princess*.” *S&F Online*, vol 14, no. 3, 2018.
 - “Being (and Feeling) Gogol: Reading and Recognition in Jhumpa Lahiri’s *The Namesake*.” *MELUS: Multi-Ethnic Literature of the U.S.*, vol. 37, no. 1, 2012, pp. 105–29.

- **Co-Authored Articles**

- Bhalla, Tamara and Lindsay DiCuirci. “‘Me Time’: Motherhood, Reading, and Myths of Leisure.” *Reception: Texts, Readers, Audiences, History*, vol. 15, 2023, p. 41-49.
 - Bhalla, Tamara, and Pawan Dhingra. “12 The Privilege of South Asian American Studies.” *Journal of Asian American Studies*, vol. 25, no. 2, 2022, pp. 307–18. Project MUSE, <https://doi.org/10.1353/jaas.2022.0025>.

- **Book Review**

- “*Bhangra and Asian Underground: South Asian Music and the Politics of Belonging in Britain* by Falu Bakrania” *Journal of Anthropological Research* 71:1 Spring 2015

- **Non-Peer-Reviewed Works**

- **Blog Post**

- [“Bringing Public Humanities to Asian American Studies,”](#) humanitiesforall.org, July 20, 2022

- **Interview**

- Bhalla, Tamara [Interviewee] and Manan Desai. [“Reading Together, Reading Apart.”](#) *In*

The Mix: Conversations with Creators. South Asian American Digital Archive, Tides Magazine. September 2020

- **Works Submitted or In Preparation**

- **Books**

- Decentering Whiteness: Race and Reading in Contemporary US Literature (in preparation)*

- **Reviews of Candidate's Works**

- Badia, Janet Review of *Reading Together, Reading Apart: Identity, Belonging, and South Asian American Community. Reception: Texts, Readers, Audiences, History* 1 January 2017; 9 (1): 92–94
 - Belsare, Akash. Review of *Reading Together, Reading Apart: Identity, Belonging, and South Asian American Community. Journal of Asian American Studies*, vol. 21 no. 2, 2018, p. 327-329.

Presentations

Conference/Poster Presentations (Juried/Refereed)

Roundtable chair and organizer: Humanities for All: Solidarities with Asian Pacific America, American Studies Association, November 2023

Paper presenter: "The Great American Trojan Horse: The Politics of Reading *American Dirt*," Society for the History of Authorship, Readership and Publishing, June 2023

Roundtable presenter: The Future of South Asian American Studies
Association for Asian American Studies, Long Beach, California April 2023

Paper presenter: "Finding our own voices": The Limits of Popular White Feminism in the *Today Show's* "Read with Jenna" Book Club, American Studies Association, Baltimore, MD, November 2021 (postponed from November 2020 due to pandemic)

Discussant: "The Racial Potential of Asian America: Conceiving of Future Solidarities"
American Studies Association, Honolulu, Hawaii, November 2019

Roundtable chair and organizer: The Critical Presents of South Asian American Studies: A Mentoring Session, Association for Asian American Studies, Madison, Wisconsin April 2019

Roundtable presenter: "The True Romance of W.E.B. Du Bois's *Dark Princess*"
American Studies Association, Atlanta, GA, November 2018

Roundtable chair and organizer: The Critical Presents of South Asian American Studies: A Mentoring Session, Association for Asian American Studies, San Francisco, CA, April 2018

Roundtable presenter: "The Challenges of Building Asian American Studies"

American Studies Association, Chicago, IL, November 2017

Paper presenter: "A Story for Our Time: The Strange History of Bharati Mukherjee's *Jasmine*", Association for Asian American Studies, Miami, FL, May 2016

Chair and discussant, Queer and Feminist Forms: Aesthetics Practices of Affiliation and Disidentification, American Studies Association, Toronto, October 2015

Paper presenter: "Reading the Limits of Afro-Asian Solidarity in W. E. B. Du Bois's *Dark Princess*" (sponsored by the Ethnic Studies subcommittee), American Studies Association, Los Angeles, CA, November 2014

Paper presenter: "Displacing Affect, Emotion, and Experience in the Study of South Asian American Literature", Association for Asian American Studies, San Francisco, CA, April 2014

Paper presenter: "Reading the Limits of Afro-Asian Solidarity in W. E. B. Du Bois's *Dark Princess*" Critical Ethnic Studies Association, Chicago, IL, September 2013

Paper presenter: "Persona Non Grata: Anger and the Transnational Reception of Jamaica Kincaid's *A Small Place*" American Studies Association, Puerto Rico, November 2012

Paper presenter: "Readers, Recognition, and Authenticity in South Asian Diasporic Literature and Community" Association for Asian American Studies, New Orleans, LA, May 2011

Paper presenter: "Romance, Race, and Gender: The Limits of Afro-Asian Solidarity in W. E. B. Du Bois's *Dark Princess*" Association for Asian American Studies, Austin, TX, April 2010

Panel Chair: Roundtable discussion: Cultural Citizenship and the Politics of Belonging: South Asian Americans as a Multicultural Case Study American Studies Association, Washington, DC, October 2009

Paper presenter: "Literary Identification and the Politics of Representation in Jhumpa Lahiri's *The Namesake*" Association for Asian American Studies, Honolulu, HI, April 2009

Paper presenter: "Feminist Desire and Interpretive Strategy in a South Asian American Reading Community" Modern Language Association, Chicago, IL, December 2007

Other Professional Presentations

Juried

Workshop Participant: East of California Caucus of the Association for Asian American Studies Junior, Faculty Workshop

University Park, PA, Pennsylvania State University, May 2009

Invited

Discussant: *Invited participation*, Cartographies of Transnationalism and Cross-Racial Encounter: Exclusion, Disidentification, Belonging; Association for Asian American Studies

Austin, Texas, April 8-11, 2010

Participant: Acts of Elaboration: A Symposium on Asian American Studies in the Northeast

Boston College, Boston, MA, May 29-30, 2009

Workshop Presenter: UMBC Dresher Center Brownbag Humanities Forum

February 2009

Literary Panel Moderator, *Invited participation*, South Asian Literature and Arts Festival, Smithsonian Institute, "South Asians in the Diaspora: V.V. Ganeshanathan, Love Marriage and Naeem Murr, *The Perfect Man*"

Washington, D.C., November 2008

SERVICE TO THE DEPARTMENT, UNIVERSITY, COMMUNITY, AND PROFESSION**SERVICE TO THE DEPARTMENT**

LEADERSHIP	
Department Chair	August 2022-Present
Chair, Hiring Committee for Program Management Specialist	January 2022-May 2022
Chair, Third Year Review Committee	Sept 2021-Dec 2021
Acting Chair, American Studies	January 2020-December 2020
Program Director of Asian American Studies Minor	January 2017-present
Undergraduate Program Director	September 2016-June 2021
Assessment Coordinator	September 2012-June 2021
Catalog Manager	September 2012-June 2021
Library Liaison	September 2012-September 2019
Faculty Advisor, Council of Majors in American Studies	Faculty Advisor, Council of Majors in American Studies, September 2009-September 2011
MEMBERSHIP	
Advisory Member, Orser Center for the Study of Place	January 2011-present
Department Search Committee	September 2010-April 2011
Curriculum Revision Committee	September 2009-September 2011

SERVICE TO THE UNIVERSITY

LEADERSHIP	
Co-PI and Lead Writer, Global Asias Mellon Grant	October 2023-Present
Member, Faculty Mentoring Advisory Committee	September 2023-Present
Co-Chair, Bold Conversations Committee	January 2023-April 2023
Member, Implementation Team	February 2022-February 2023
Co-Chair, Faculty and Staff Retention, Belonging, and Diversity Working Group for Inclusion Council	August 2020-August 2021
Chair, Asian and Asian American Faculty and Staff Council	August 2017-August 2022
Co-Chair, CAHSS Women's Faculty Network	January 2017-June 2021
Faculty Senator	September 2011-September 2013 September 2018-May 2019
Faculty Advisor	Vietnamese Student Association, Pakistani Student Association, Cricket Club

	September 2018-present
AFFILIATE FACULTY	
Coordinating Committee Member, Asian Studies Program	September 2022-present
Affiliate Faculty, Asian Studies Program	September 2011-present
Affiliate Graduate Faculty, Language, Literacy, and Culture Program	September 2009–January 2015 January 2020–present
MEMBERSHIP	
Member, Inclusion Council	June 2020-January 2023
Language, Literacy, and Culture Program Steering Committee Member	September 2010–January 2015 January 2020–September 2021
Search Committee Member, Colleges of Arts, Humanities and Social Sciences, Interim Dean Search Committee	July 2020
Member, College of Arts, Humanities and Social Sciences, Dean's Research Advisory Committee	August 2017–December 2020
Women's Faculty Network Executive Committee	November 2016–January 2017
Search Committee Member, Vice Provost and Dean of Undergraduate Affairs	January 2017–May 2017
Arbitrary and Capricious Campus Grade Review Panel	December 2016–present
Global Studies Coordinating Committee	September 2012–September 2016

SERVICE TO THE PROFESSION

LEADERSHIP	
Lead Coordinator, Junior Faculty Development Workshop, Association for Asian American Studies, 2020 Conference	January 2020-April 2020 (workshop cancelled due to pandemic)
Chair, South Asian Studies Caucus, Asian American Studies Association	April 2017–April 2020
Graduate Student Committee Representative, Carnegie Initiative on the Doctorate in English	September 2003–April 2007
MEMBERSHIP	
Member, Editorial Board, Journal of Asian American Studies	January 2020-Present
Affiliated Scholar, South Asian American Digital Archive	March 2021-Present
Member, Site Committee, Association for Asian American Studies, 2020 Conference	January 2020-April 2020
Member, Book Awards Committee, Association for Asian American Studies, 2019 Conference	June 2018-April 2019
Member, Program Committee, Association for Asian American Studies, 2019 Conference	January 2019-April 2019

Academic Council Member, South Asian American Digital Archive	September 2018-March 2021
REVIEWERSHIP	
Reviewer, ACLS Emerging Voices Fellowship	January-February 2022
Reviewer, Promotion and Tenure Case	June 2021-August 2022, Creighton University
Reviewer, LIT Journal	June 2021-present
Reviewer for <i>Journal of the Midwest Modern Language Association</i>	April 2107-present
Reviewer for <i>Journal of Asian American Studies</i>	November 2016-present
Reviewer for <i>MELUS</i> journal	September 2013-present
Reviewer for SAGE online	January 2015-present
Reviewer, <i>Social Identities: Journal for the Study of Race, Nation and Culture</i>	October 2022-present
Reviewer, <i>Sociological Inquiry</i>	March 2023-present

PROFESSIONAL MEMBERSHIPS

Modern Language Association

American Studies Association

Association for Asian American Studies

Society for the Study of Multi-Ethnic Literature of the United States

Society for the History of Authorship, Reading & Publishing (SHARP)

Reception Study Society

CURRICULUM VITAE

MICHAEL RAY CASIANO

EDUCATION

Ph.D.	2018	University of Maryland, College Park, American Studies
B.A.	2012	University of Maryland, College Park, American Studies
B.A.	2012	University of Maryland, College Park, English

Experience in Higher Education

2019-Present	University of Maryland, Baltimore County, Assistant Professor, American Studies Affiliate Faculty, Languages, Literatures, and Cultures (LLC)
2018-2019	Rutgers, the State University of New Jersey, Postdoctoral Associate, History
2012-2018	University of Maryland, College Park, Graduate Assistant, American Studies

Experience in Other than Higher Education

2015-2018	Convention Coordinator, American Studies Association (ASA)
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Honors Received

2018	Phi Delta Gamma Graduate Fellowship for Excellence in Interdisciplinary Scholarship, UMD Graduate School, Recipient
2015	Sarah Berry Award for Excellence in Comparative Scholarship, Johns Hopkins University's Program in Racism, Immigration, and Citizenship, Winner
2012	Dean's Senior Scholar, UMD

Research Support and Fellowships

2023	Dean's Faculty Scholarly Activity Fund, \$1,330, College of Arts, Humanities, and Social Sciences (CAHSS)
2023	BreakingGround, \$1,595.05, Center for Democracy and Civic Life, Imagining American National Gathering
2023	Faculty Fellow, Baltimore Field School 2.0, \$3,000
2022	Dean's Faculty Scholarly Activity Fund, \$1,200, College of Arts, Humanities, and Social Sciences (CAHSS)
2021	Faculty Fellow, Baltimore Field School 1.0, \$3,000
2020	Summer Research Faculty Fellowship (SURFF), \$6,000, UMBC Office of the Vice President for Research, Recipient
2019	Dean's Faculty Scholarly Activity Fund, \$1,200, College of Arts, Humanities, and Social Sciences (CAHSS)
2018	Ann G. Wylie Dissertation Fellowship, \$15,000, UMD Graduate School, Recipient
2016	Summer Research Fellowship, \$5,000, UMD Graduate School, Recipient
2012	Flagship Fellowship, \$40,000, UMD Graduate School, Recipient

Ph.D. Students

Charlotte Keniston, LLC Degree In-Progress, Committee Member
Elaine MacDougall, LLC Degree In-Progress, Comps Reader, Committee Member
Siobhan Quinn, LLC, Class of 2023, Committee Member, Reader

M.A. Students

Samantha Rogers, Class of 2022, Historical Studies, Committee Member

Undergraduate Student Mentoring

Jordann Allen, Undergraduate Research Award, Advisor, 2023
Sara Stewart, Individualized Study (INDS) Student, Faculty Mentor, 2022-2024
Mitch Casper, Class of 2021, American Studies, BA, Reference Writer, (Placement: Virginia Episcopal School, Teacher)
Audrey Kim, Reference Writer, (Placement: University of Maryland, College Park, Undergraduate Admission)

PUBLICATIONS, PRESENTATIONS, AND CREATIVE ACHIEVEMENTS

Peer-Reviewed Works

Chapters in Books

2019 Michael Casiano, “‘The Pot’: Criminalizing Black Neighborhoods in Jim Crow Baltimore,” in Nicole King, Joshua Davis, and Kate Drabinski (eds.), *Baltimore Revisited: Stories of Inequality & Resistance in a U.S. City* (New Brunswick: Rutgers University Press, 2019), pgs. 37-51.

Articles

2017 Patrick Grzanka, Rajani Bhatia, Mel Michelle Lewis, Sheri Parks, Joshua Woodfork, and Michael Casiano, “[Intersectionality, Inc.: A Dialogue on Intersectionality’s Travels and Tribulations.](#)” *Atlantis: Critical Studies in Gender, Culture, and Social Justice* 38:1 (2017), 16-27.

Works Submitted or In Preparation

Books

Michael Casiano, *Let Us Alone: Race, Police Power, and Urban Governance in Baltimore, 1865-1929* (under review with the University of Illinois Press).

Reviews of Work

Howell Baum, “*Baltimore Revisited: Stories of Inequality and Resistance in a U.S. City*,” *Journal of Urban Affairs* 42:7 (2020), 1093-1095.

Presentations

Conference Presentations (Juried)

“**This Modern Hades**”: Baltimore’s City Jail, Police Power, and the Criminalization of Poverty, Urban History Association (UHA) Annual Meeting, Pittsburgh, Pennsylvania, October 2023.

“I am not afraid to die”: Henry Alfred Brown, Police Violence, and Black Political Mobilization, American Studies Association (ASA) Annual Meeting, New Orleans Louisiana, November 2023.

Riot!: Performance and Resistance in North America, American Studies Association (ASA) Annual Meeting, New Orleans Louisiana, November 2022.

Everyday Revolts and Imaginative Ruptures in the Internal Colony, American Studies Association (ASA) Annual Meeting, San Juan, Puerto Rico, October 2021.

Program Committee Sponsored Session: Baltimore School Panel 1: *Baltimore Revisited* & the Ethics of Public Research, American Studies Association (ASA) Annual Meeting, San Juan, Puerto Rico, October 2021.

Indexing Vagrancy: Carceral Technologies & Urban Surveillance in Jim Crow Baltimore, Urban History Association (UHA) Biennial Conference, Detroit, Michigan, October 2021 (Cancelled due to COVID-19).

Race & Gender in Public Space, American Studies Association (ASA) Annual Meeting, Honolulu, Hawaii, November 2019.

Two Baltimore Plans: Race, Public Health, and Youth in Postwar Baltimore, Urban History Association (UHA) Annual Meeting, Columbia, South Carolina, October 2018.

“Broad and Sweeping”: Black Femininity & the Protection of Property, 1900-1909, Society for American City and Regional Planning History (SACRPH) Annual Meeting, Cleveland, Ohio, October 2017.

Ejectment: Ground Rents in Baltimore City, American Studies Association (ASA) Annual Meeting, Denver, Colorado, November 2016.

“In Perpetuity”: The Case of Fantex & the Racialization of Investment, Johns Hopkins University’s Racism, Immigration, and Citizenship (RIC) Graduate Student Conference, Baltimore, Maryland, December 2015.

Foreclosing Blackness: The Aesthetics of Neglect, Critical Ethnic Studies Association (CESA) Annual Meeting, May 2015.

The Financial Life of Race: A Case Study, American Studies Association (ASA) Annual Meeting, Toronto, Ontario, October 2015.

Conference Presentations (Non-Juried)

Housing and the Everyday: Crisis, Vibrancy, Organizing, Baltimore Geography Collective, Baltimore, MD, October 2021.

Academia & Political Organizations Roundtable, National Communication Association (NCA) Preconference, Baltimore, Maryland, October 2019.

On the Verge: Mapping Conundrums in East Baltimore, Doing Critical GIS Workshop, Baltimore, Maryland, April 2019.

“99 Out of Every 100”: Criminalizing Urban Space in Early Twentieth-Century Baltimore City, Rutgers Center for Historical Analysis (RCHA) “Black Bodies” Seminar, New Brunswick, New Jersey, December 2018.

Baltimore Stories in the “Public Square,” *The Wire*: The Conference, New York, New York, April 2016.

Other Professional Presentations

“Let us Alone”: Racialized Urban Governance in Early Twentieth Century Baltimore, University of Indiana, Bloomington, December 2023.

Contextualizing Baltimore, Center for Democracy and Civic Life, University of Maryland, Baltimore County, March 2023.

“Bad Government”: The Transformation of Urban Governance in Turn of the Century Baltimore, CURRENTS: Humanities Work Now, University of Maryland, Baltimore County, December 2022.

Policing Jim Crow Baltimore: Archival Insights, Spotlight! Guest Instructor Workshop Series, AOK Library, Baltimore Maryland, October 2022. [Link](#).

“Someday I Will be Proved Innocent”: Henry A. Brown, Police Violence, and the Third Degree, CURRENTS: Humanities Work Now, University of Maryland, Baltimore County, November 2021.

Doing the Work: Exploring the State of Community Land Trusts in Baltimore City, Moderator and Panelist, Baltimore Field School, University of Maryland, Baltimore County, Baltimore County, June 2021

Bummers, Paupers, and the “Insane”: Confinement & Institutionalization in Late Nineteenth-Century Baltimore,

CURRENTS: Humanities Work Now, University of Maryland, Baltimore County, April 2021

Contextualizing Baltimore, Center for Democracy and Civic Life, University of Maryland, Baltimore County, March 2021.

New Faculty Micro-Talks, The Dresher Center for the Humanities and the College of Arts, Humanities, and Social Sciences (CAHSS), University of Maryland, Baltimore County, February 2020.

Baltimore Revisited with Michael Casiano, Kate Drabinski, Nicole Fabricant, Ashley Minner, and Nicole King, Baltimore Book Festival, Baltimore, Maryland, November 2019.

TEACHING

Courses Taught

AMST100:	Introduction to American Studies
AMST300:	Approaches in American Studies
AMST380:	Community in America
AMST413:	Policing and Prisons in U.S. Society
AMST490:	Senior Seminar
AMST497:	Independent Projects in American Studies
AMST680:	Community & Culture
PUBH200:	Introduction to Public Humanities
LLC892:	Direct Independent Study
LLC898:	Pre-Candidacy Doctoral Research

Courses Developed

AMST413:	Policing and Prisons in U.S. Society
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SERVICE TO THE DEPARTMENT, UNIVERSITY, COMMUNITY, AND PROFESSION

Service to the Department

2022	Committee Member, Search Committee for the Baltimore Field School 2.0 Community Fellows
2022	Committee Member, Search Committee for Visiting Lecturer in American Studies
2021-2022	Advising Coordinator, Department of American Studies
2021-Present	Representative, Undergraduate Program Directors (UPD)
2021-Present	Advisor, Education Certificate
2021-Present	Liaison, Education Department
2021-Present	Undergraduate Approver & Curriculum Contact
2021	Advisory Member, Baltimore Field School
2019-Present	Advisory Member, Orser Center for the Study of Place, Community, and Culture
2019-Present	Advisory Member, Public Humanities Advisory Committee
2019-Present	Library Liaison, Department of American Studies
2019-Present	Assessment Coordinator, Department of American Studies

2019-Present Student Advisor, Department of American Studies

Service to the University

2023 Coordinator, Imagining America UMBC Delegation
2022-2024 Advisory Member, Drescher Center for the Humanities
2021-Present Liaison, Imagining America
2021 Mentor, Shattuck Family Internship Program
2019 Member, UMBC Delegation to Imagining America Conference

Service to the Community

2022 Grant Writer, Charm City Land Trusts, Inc. (Received \$100,000 award from Department of Housing & Community Development for operating assistance)
2022 Grant Writer, Charm City Land Trusts, Inc. (Received \$750,000 award from Department of Housing & Community Development for a 7-unit permanently affordable housing development project in Baltimore Highlands and Ellwood Park)
2021 Mentor, Baltimore Polytechnic Institute (BPI)
2021 Grant Writer, Charm City Land Trusts, Inc. (Received \$750,000 award from Department of Housing & Community Development for a 6-unit permanently affordable housing development project in McElderry Park)
2020-Present President, Charm City Land Trusts, Inc.
2016-2020 Secretary, Charm City Land Trusts, Inc.

Service to the Profession

2020 Ad-Hoc Reviewer, *Anthropology Quarterly*
2019 Participant, "Housing and Inequality in Mobtown" Working Group, Center for Social Science Scholarship
2019 Ad-Hoc Reviewer, *Southern Cultures*

CURRICULUM VITAE

Conor J. Donnan

EDUCATION

Ph.D.	2022	University of Pennsylvania, History.
M.A.	2016	University of Maryland, Baltimore County, Historical Studies.
B.A.	2014	Ulster University (Ireland), History and American Studies.

Experience in Higher Education

2022 – Present	UMBC, Visiting Lecturer, American Studies
2020 - 2022	Anne Arundel Community College, Adjunct Faculty, Interdisciplinary Studies
2020 - 2021	Hood College, Adjunct Faculty, History Department.

Research Support and/or Fellowships

2020 -2022	\$5,000 "Paul Mauk, Jr./Doyce B. Nunis, Jr Fellowship from Huntington Library, P.I.
2021	\$10,000, Adam Smith Fellowship from George Mason University, P.I.
2021	\$5,000 Don Lavoie Fellowship from George Mason University, P.I.
2020	\$3,000 Graduate Research Fellowship from the Center for the Studie of Ethnicity, Immigration, and Race at the University of Pennsylvania, P.I.
2019	\$1,000 Hibernian Research Award from Cushwa Center for the Study of American Catholicism at University of Notre Dame, P.I.
2018	\$2,500 Thomas Cochran Dissertation Travel Grant from University of Pennsylvania, P.I.

PUBLICATIONS, PRESENTATIONS, AND CREATIVE ACHIEVEMENTS

Publications

Peer-Reviewed Works

Donnan, C. (2023). No Irish Need Apply Revisited: Anti-Irish Discrimination in Baltimore between 1840 and 1880. *New Hibernia Review*, vol 27 no.1, 2023, 73-94.

Donnan, C. (2022). Kindred Spirits and Sacred Bonds: Irish Catholics, Native Americans, and the Battle Against Anglo-Protestant Imperialism, 1840–1930. In David Endres, Ben Black Bear Jr. (Ed.), *Native American Catholic Studies Reader History and Theology*. Washington, D.C.: Catholic University of America Press.
<https://www.cuapress.org/9780813235899/native-american-catholic-studies-reader/>.

Works Submitted or In Preparation

Donnan, C. (forthcoming), *Kindred Spirits: Irish immigrants, Native American, and Anglo-Protestant imperialism*.

I signed a book contract with Johns Hopkins University to publish a manuscript. The monograph is scheduled to be published in 2025.

Presentations

Conference/Poster Presentations (Juried/Refereed)

Donnan, C., American Studies Association Annual Meeting, Paper, “Red power and Green Brigade: Irish and Native American solidarity from 1960 to 2000,” Montreal, Canada, (November 5, 2023).

Donnan, C., American Historical Association Annual Meeting, Paper, "NINA by Any Other Name: Anti-Irish Language in Baltimore's Local Newspapers between 1840–1870," American Historical Association, Philadelphia, PA, (January 7, 2023).

Donnan, C., ACIS New England Meeting, Paper, "Our Revenge Will Be the Laughter of Our Children: Irish and Native American Solidarity during 'The Troubles,'" American Conference for Irish Studies, Connecticut. (April 2022).

Donnan, C., AHA Annual Meeting, Oral Presentation, "Life and Times of Bicycle Annie: Indigenous Activist, Catholic, Feminist, and the First Woman to Run for President of the United States," American Historical Association, New Orleans. (January 2022).

Donnan, C., AHA Annual Meeting, Oral Presentation, "Moses and the Four Irishmen": The Catholic Total Abstinence Union Fountain and Irish Catholic Identity Formation in America during the Late 19th Century," American Historical Association, New York City. (January 2020).

Donnan, C., National Conference, Oral Presentation, "'An Empire of Liberty?'" Irish Immigrants and Native Americans in the Trans-Mississippi West from 1840 to 1924," American Conference for Irish Studies, Boston. (March 2019).

Other Professional Presentations

Donnan, C., Foreign Policy Research Institute Discussion, Lecture, "Beyond Britain: Brexit's Impact on the U.S., Northern Ireland, and the International Community," Foreign Policy Research Institute, Philadelphia, PA. (May 2021).

Media Activities

Internet, Irish American Heritage Museum, (November 27, 2023).

I appeared as a speaker on a youtube series created by the Irish American Heritage Museum of Albany, NY. I spoke about the connections between Irish people and Native Americans from 1800 to today.

Internet, History of Ireland Podcast. (December 3, 2022).

I was interviewed by Irish podcaster, Kevin Dolan, to talk about connections between Native Americans and Irish people.

Radio, Native America Calling. (March 17, 2022).

I was interviewed to explore the historic links between Ireland and Native Americans – from mutual aid during times of crisis to their shared battle against colonization and the extended trauma that comes with it.

Internet, Baltimore Immigration History by Baltimore National Heritage Area. (November 1, 2018).

The Baltimore National Heritage Area worked with the NPS Northeast Regional Office to produce a series of podcast episodes on Baltimore's immigration history. A panel of speakers gathered at the Baltimore Immigration Museum to discuss how German, Irish, Jewish, and Italian immigrants, as well as African Americans, moved to Baltimore in the 1800s.

SERVICE TO THE DEPARTMENT, UNIVERSITY, COMMUNITY, AND PROFESSION

Service to the University

2023 – Present, Member, Faculty Affairs Committee.

2022 – Present, Academic Advisor, Students for Justice in Palestine.

Community

2019 – Present, Board Chair, Someone To Tell it To (Harrisburg, PA)

2015 – Present, Board Member, Irish Railroad Museum (Baltimore, MD)

CURRICULUM VITAE

SARAH FOUTS

EDUCATION

Ph.D.	2017	Tulane University, Latin American Studies
M.S.	2012	University of New Orleans, Urban Studies
B.A.	2003	Centre College, History and Spanish

Experience in Higher Education

2021-Present	UMBC, Director, Public Humanities Minor Program
2019-Present	UMBC, Assistant Professor, American Studies
2018-2019	UMBC, Visiting Lecturer, American Studies
2017-2018	Lehigh University, Postdoctoral Fellow, Latin American and Latino Studies Program
2013-2017	Tulane University, Instructor, Stone Center for Latin American Studies

Experience in Other than Higher Education

2005-2008	Peace Corps Paraguay, Volunteer and Volunteer Coordinator
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Honors Received

2017	Outstanding Graduate Student Service Award: Latin Americanist Graduate Organization
2014	W.J. Griffith Award: Outstanding Teaching Instructor in Latin American Studies
2011-2012	Fritz Wagner Prize for Academic Achievement and Community Service
2003	Max P. Cavnes Award for Best Loved and Most Respected Student

Research Support and/or Fellowships

2023	\$14,000 Maryland Folklife Network "Baltimore Field School" Grant
2023	\$16,000 Library of Congress/American Folklife Foodways Series Grant
2022	\$4,000 Maryland Folklife Network ARGOS Funds Grant for Sabor de Highlandtown Documentary Project
2022	\$157,500 ACLS Sustaining the Humanities Grant for Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities
2022	\$50,000 Whiting Public Engagement Fellowship: Project Neutral Grounds: At the Intersection of People, Street Food, and the Hustle

2021	\$3,000 Baltimore Field School Fellow, UMBC and The Andrew W. Mellon Foundation
2021	\$3,000 Gulf South Research Fellowship, New Orleans Center for the Gulf South
2020	\$6,000 Summer Research Faculty Fellowship, UMBC
2019	\$2,000, Labor Research and Action Network New Scholars Grant, Co-Investigator
2016	\$2,800, School of Liberal Arts Tulane University Dissertation Completion Grant
2015	\$2,600 School of Liberal Arts Tulane University Summer Merit Fellowship, Principal Investigator
2015	\$2,000, Graduate Community-Engaged Fellowship: Center for Public Service, Principal Investigator
2013	\$1,254, Stone Center and Tinker Foundation Summer Field Research Grant, Principal Investigator

Graduate Research

Viridiana Colosio-Martinez, Thesis Committee Member, "Essential Resilience: The Latinx Experience in Baltimore," MLLI, UMBC 2023-

Charlotte Keniston, Dissertation Co-Chair, Language, "Introducing Collaborative Visual Storytelling: Co-Producing Theory and Knowledge with Black Yield Institute," Literacy, and Culture, UMBC, 2021-

Emma Jarvis, Thesis Committee Member, "Building Community Wealth: An Ethnographic Study on Urban Farming Partnerships." MLLI, UMBC, 2023

Hannah Balik, Thesis Committee Member, "'There Seemed to Be Many Jews There': Eating, Public Space, and Identity in Jewish Baltimore; 1900 – 1930." Public History, UMBC, 2021-2022

Natalia Figueredo, Thesis Committee Member, "Baltimore City's Participation in the Zero Waste Movement: Who knows what about it and who has access to it?" ICARE GES, UMBC 2022-2023

Shenita Denson, Dissertation Committee Member, "Retrospective Storytelling, Meaning Making, and Generativity: Black Intergenerational Stories about Love." Language, Literacy, and Culture, UMBC, 2021-2022

Bill Jessee, Advisor Mentor, School of Medicine and Global Health Research, University of Kentucky, 2019-2021

Undergraduate Research

Luke O'Neill, "Cultural Studies and Kinesiology: Intersecting Nutrition, Diet, and Background for UMBC Athletes," URCAD, 2024, Mentor.

Evelyn Yuen. Asian-American Foodways in Baltimore, URCAD, 2023, Co-Mentor.

Avnee Sharma, "Covid Impacts on Teachers," URCAD, 2022, Co-Mentor.

Cameron Rybacki, "Voter Suppression in America: How Voices Are Kept Quiet," URCAD, 2021, Mentor.

Peter Kostriken, "Paying to Play, Playing to Live: A Digital Ethnography of Transnational Goldfarming Between the US and Venezuela" (Undergraduate Research Award, URA (\$1,000) and URCAD), 2019-2020, Mentor.

Cassie Davis, "Anti-immigrant Sentiment in American Newspaper Rhetoric" (URCAD, *The UMBC Review: Journal of Undergraduate Research*), 2019-2020, (Received 2020 Phi Kappa Phi Chapter 22 UM-UMBC Undergraduate Research Award), Advisor and Co-Mentor.

Alex Rodriguez, "Old Town Road' and the Racial Politics of Country Music," (*The UMBC Review: Journal of Undergraduate Research*). Co-Mentor.

Emily Chetlat, Capstone Project with Black Yield Institute (INDS Project), 2020-2021, Mentor.

PUBLICATIONS AND PRESENTATIONS

Publications

Peer-Reviewed Works

Articles

King, Nicole, Tahira Mahdi. "Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships," *Journal of Higher Education Outreach and Engagement*, (Forthcoming)

Daser, Deniz and Sarah Fouts. "The Great Unbuilding: Land, Labor, and Dispossession in New Orleans and Honduras." *Southern Cultures*. UNC Press. July 2021. 27(2): 120-125.

"When 'Doing With' Can Be Without: Employing Critical Service Learning Strategies in Creating the 'New Orleans Black Worker Organizing History' Digital Timeline." *Journal of Community Engagement and Higher Education*. Terre Haute, Indiana, April 2020. 12(1): 29-38.

"Re-Regulating Loncheras, Food Trucks, and their Clientele: Navigating Bureaucracy and Enforcement in New Orleans." *Gastronomica: The Journal of Critical Food Studies*. UC Press. Fall 2018. 18(3): 1-13.

Sarah Fouts, Clare Cannon and Miranda Stramel. "Informed Gatekeepers and Transnational Violence: Using Perceptions of Safety of Latino/a Youth in Determining Immigration Cases." *Hispanic Journal of Behavioral Sciences*. May 2018, 40(2): 134-149.

"The Mafia, *La Raza*, and the Spanish-Language Press Coverage of the 1891 Lynchings in New Orleans." *Journal of Southern History*. August 2017. 83(3): 509-530.

"Presumed Palettes and the Problems Perceived: Exploring Latin American Food and Food Establishments in the United States and New Orleans." *Race, Gender, and Class*. UNO Press. 2011. 18(3-4): 316-328.

Entries in Encyclopedia

"Benito Juárez," "Bernardo and Rosa Hernandez," "Congreso Protest," for *A People's Guide to New Orleans*. edited by Lynnell Thomas and Elizabeth Steeby. UC Press. (in preparation).

Reviews

A Recipe for Gentrification, edited by Allison Alkon, Yuki Kato, and Josh Sbicca. NYU Press. 2020. For *Gastronomica: Journal for Critical Food Studies*. Summer 2022.

The Taco Truck: How Mexican Street Food is Transforming the American City, by Robert Lemon. University of Illinois Press. 2019. for *Great Plains Quarterly*. Spring 2021. 31(1): 122-123.

Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico, by Alyshia Gálvez. UC Press. 2018. for *Food, Culture, and Society*. March 2019. 22(2): 254-256.

Immigration and Latino History-Hispanic and Latino New Orleans: Immigration and Identity Since the Eighteenth Century, by Andrew Sluyter, Case Watkins, James P. Chaney, and Annie Gibson. LSU Press. 2017. for *The Americas: A Quarterly Review of Latin American History*. July 2018, 75(3): 574-575.

Non-Peer-Reviewed Works

Letters to Editors

Deniz Daser and Sarah Fouts. "A Whistle-Blower, a Collapsed Hotel, a Deportation: Deregulation should be blamed for a fallen building — not the worker who sounded the alarm." *New York Times*, December 2019, Section A: 27.

Articles

"Homegrown Foodways Film Premiere: El Camino Del Mole a New Orleans." *Folklife Today*. The Library of Congress, November 14, 2023.

Fouts, Sarah. "Homegrown Foodways Film Premiere: El Camino Del Pan a Baltimore," *Folklife Today*. The Library of Congress,, November 7, 2023.

"2023 Homegrown Foodways Film Series: Baltimore and New Orleans: Bringing Two Cities in Dialogue with Each Other through Mexican Food." *Folklife Today*. The Library of Congress, October 30, 2023.

"Solidarity Not Charity in the Crescent City: Politics, Power, and Food Distribution during Covid-19." Co-authored with Fernando López. *Gravy*. Oxford, MS. September 2020.

"The Stain that Mardi Gras Covers Up: Worker Vulnerability in New Orleans." Co-authored with Deniz Daser. *North American Congress on Latin American (NACLA)*. New York City, NY. February 25, 2020.

"From Jute Harvests to Mall Food Courts: Fostering Discourses through Food Spaces." *Society for the Anthropology of Food and Nutrition*. Blog post. March 25, 2019.

"Cheese, Tamales and Beans," *Society for the Anthropology of Food and Nutrition*. Blog post. July 3, 2018.

"Recovery Workers, Latinx Foodways, and Small-Business Development in New Orleans." *Society for the Anthropology of Food and Nutrition*. Blog post. October 11, 2017.

"Who will Rebuild Houston?" *North American Congress on Latin America (NACLA)*. New York City, NY. September 11, 2017.

Works Submitted or In Preparation

Books

Right to Remain: Street Food Vendors and Day Laborers in Post-Katrina New Orleans. (UNC Press 2025)

Articles

"Fiery' Foods and Restaurants as Cultural Spaces: Mexican and Central American Food in New Orleans 1920-1950," for *Food, Culture, and Society* (in preparation).

"Latinx, LGBTQ in New Orleans and In Drag: Navigating Place and Space for New Orleans' Miss Gay Latina." Co-authored with Fernando López. Photo Essay for *Southern Cultures* (in preparation).

Presentations

Conference

"Building More Horizontal University and Community Partnerships through the Baltimore Field School." American Studies Association. Montreal, Canada. November 3, 2023.

"The Politics of Cultural Extractivism." American Studies Association. New Orleans, LA. November 3, 2022.

"Teaching from Afar, Field Work at a Distance: Engaging with Food Ethnography in the Time of Covid-19." Just Food: Because it's Never Just Food Conference. Association for the Study of Food and Society. Virtual. June 15, 2021.

"Critical Food Studies Pedagogies: Philosophies of Teaching and Modes of Engagement," panel session, American Studies Association. Baltimore, MD. November 2020 (cancelled due to Covid).

"Developer Graft, ICE Retribution, and Worker Precarity in New Orleans," paper, American Anthropological Association. St. Louis, MO. November 2020. (cancelled due to Covid).

"Rebuilding by Documenting Worker Power: Planning and Reflecting with the New Orleans Workers' Center for Racial Justice." Oral History Association. Virtual. October 23, 2020.

"Rebuilding by Documenting Worker Power: Planning and Reflecting with the New Orleans Workers' Center for Racial Justice." Jobs with Justice and Labor Research and Action Network. Atlanta, GA. March 14, 2020 (cancelled due to Covid).

"A Tale of Two Telas: Food, Displacement, and Activism in New Orleans and Honduras." American Studies Association. Honolulu, HI. November 2019.

"Deregulating Yet Policing: Latinx Labor and Resistance in New Orleans Restaurant Jobs." American Anthropological Association. San Jose, CA. November 2018.

"Tacos and Gumbo: Politics of Immigration, Labor, and Food in New Orleans." American Association of Geographers. New Orleans, LA. April 2018.

"The (In)Visibility of Latinx Foodways in New Orleans: 1920-Present." Louisiana Historical Association. New Orleans, LA. April 2018.

"Latina/os in America Today: An Interdisciplinary View of New Latino Locations and Populations. Organization of American Historians. New Orleans, LA. April 2017.

"Street Legal: Taco Trucks, Changing Circumstances, and Shifting Policies in New Orleans." American Anthropological Association. Minneapolis, MN. November 2016.

"Eating Tamales in New Orleans: Latinx Laborers, Visibility, and Integration." Southern Foodways Alliance Graduate Symposium. University of Mississippi. September 2016.

"Mexican and Central American Foodways in New Orleans." Labor and Working Classing History Conference: Fighting Inequality. Georgetown University. May 2015.

"Latin American Newspaper Coverage of the 1891 Lynchings of Eleven Italians in New Orleans." Southern Labor Studies Association, Washington D.C. March 2015.

"What Scholars Look for When they Look for Scholarship." American Association of University Presses Conference. New Orleans, LA. June 2014.

"Fiery' Foods and Restaurants as Institutions: Latin American Immigration and Foodways in New Orleans from 1920-1950s." Southeastern Council of Latin American Studies. New Orleans, LA. 2014.

"Transnational Citizens: Renegotiating Identity Across Borders." (Moderated). Latin American Graduate Organization Conference, Tulane University. New Orleans, LA. February 2014.

"Return of the Catrachos: Transnationalism and Reintegration of Migrant Workers from New Orleans to Honduras." Tinker Field Research Grant Symposium. New Orleans, LA. November 2013.

"Tortas, Po'Boys, and Po'Pusas? The Growth of Mobile Food Vendors in Post-Katrina New Orleans." American Historical Association, New Orleans, LA. January 2013.

Media Activities

Hebron, Grace. "New Film Project Follows Mexican Chefs in Baltimore and New Orleans." Baltimore Magazine, November 8, 2023. (interviewee).

Duque-Dansberger, Catalina. "Community-Building In Baltimore Through Public Humanities." UMBC: University Of Maryland, Baltimore County, October 19, 2022.

Duque-Dansberger, Catalina. "Rethinking Collaborative Public Humanities Research In New Orleans And Baltimore." *UMBC Magazine*, June 17, 2022.

Garcia, Stephanie. "UMBC Students Archive Highlandtown's Latino Immigration History and Food Culture." *The Baltimore Sun*, December 28, 2021.

"Street Food-Historical and Modern." *Tip of the Tongue* Podcast. February 2022.

"Welcome Home: Benjamin Morris discusses immigration with Jana K. Lipman and Sarah Fouts. *Antenna Magazine*. New Orleans, LA. May 13, 2019.

"Loncheras in NOLA." *Meant to be Eaten*. Heritage Radio Network. October 7, 2018 (interviewee).

"Finding Our Common Thread: Migration and Refugees," *PBS 39, Bethlehem, PA* 2018.

Nina Feldman. "Hidden in Plain Sight: The Pulgas of New Orleans." *Gravy Podcast*. January 2018 (reporter and interviewee).

Helen Freund. "Williams Boulevard may be the New Orleans area's real restaurant row." *The Gambit*, 2015 (interviewee)

Latino Cuisine in New Orleans. PBS Documentary. WYES. New Orleans, 2015, (interviewee).

Laine Kaplan-Levenson. "In the Big Easy, Food Vendors Create a Little Honduras." *NPR The Salt*, 2014, (interviewee).

Sarah Baird. "Three-Course Interview: Sarah Fouts." *The Gambit*, (interviewee).

Lectures

"The Politics of Extractivism in New Orleans and Honduras." Latin American and Latinx Studies Department. University of Pennsylvania. Virtual. November 16, 2021.

"Analyzing Honduran Foodways in Post-Katrina New Orleans." Mandel Public Library of West Palm Beach Florida. Virtual. July 20, 2021.

"The Politics of Food, Migration, and Culture in Post-Katrina New Orleans." Culinaría Research Centre, University of Toronto. Virtual. March 22, 2021.

"Extractivism and Ethnography." Towson University. April 2021.

"US Immigration and Exclusion: Centering on Discussions of Land and People." Loyola High School. Baltimore, Maryland. Virtual. August 2020.

"From Banana Republics to Palm Oil Plantations: Foregrounding Land in Discussions on Honduran Migration." Diversity, Inclusion, Culture and Equity. Harford Community College. Bel Air, MD. April 7, 2020. (Cancelled due to Covid).

"Eating Baleadas in Post-Katrina New Orleans: The Transnational Processes of Food, Labor, and Migration." Culinaría Research Centre, University of Toronto. Toronto, Canada. March 2019.

"Crescent City Culinaire: Latino Food Trucks in New Orleans Today." National Parks Service: Jean Lafitte Historical Park and Preserve. New Orleans, LA. September 2016.

Colloquia and Symposia

"On the Baltimore Field School 2.0." Inclusion and Public Humanities: A Convening. Inclusion Imperative at UMBC. February 3, 2023.

"Winter Wednesdays: Baltimore Field School 2.0." Winter Wednesdays. UMBC. January 25, 2023.

"Analyzing the Process of Collaborative Planning for "Project Neutral Grounds: At the Intersection of People, Street Food, and the Hustle," with Toya Ex Lewis and Fernando López. UMBC Inclusion Imperative, March 2022.

"A View from Somewhere: Moving Towards Anti-Extractive Field Work Approaches with Lewis Wallace." Baltimore Field School and Department of American Studies. UMBC. Virtual. April 20, 2021.

"Critical Service Learning in a Virtual World." With Toya Ex Lewis. Faculty Talk Series with the Center for Public Service. Tulane University. September 17, 2020.

"Experiences of Living in Illegality (assigned panel)." Debates over Immigration: American and European Experiences in a Comparative Perspective. An International Symposium Organized by Center Austria: The Austrian Marshall Plan Center for European Studies and the Institute for Contemporary History, Innsbruck University. University of New Orleans. May 2019.

"Beyond the Crab Cake: Engaging the Digital Humanities in the Classroom." Inclusion Imperative Symposium. Bowie State University. May 3, 2019.

"El Sur Latino." 20th Southern Foodways Alliance Symposium. Oxford, Mississippi. October 2017.

"Movement and Migration." Pelican Bomb Foodways Exhibition. New Orleans, LA. 2014.

Workshops

"Analyzing Honduran Foodways Culture," "Remittances, Environment, and Mapping Field Work in Honduras," and "Palm Oil, Tourism Industries, and Displacement in Honduras." Central America: People and the Environment. Summer K-12 Institute with the Stone Center for Latin American Studies. Tulane University. New Orleans, LA. June 2021.

"CityFood: Comparative Street Food Vending Across Time and Space." NYU. November 2018.

"Sugar and Bananas: Linking Louisiana to the Columbian Exchange." K-12 Teacher Workshop with Southern Food and Beverage Museum/Stone Center for Latin American Studies. March 2018.

Films/Events/Exhibitions

"El Camino del Pan y el Mole." Short Film Screening. Creative Alliance, November 2023.

Project Neutral Grounds Short Film Launch. Southern Food and Beverage Museum. May 2023.

"Project Neutral Grounds." Southern Food and Beverage Museum. November 2022.

"Sabor de Highlandtown." Creative Alliance. May 9, 2022.

"New Orleans Black Workers Organizing History," New Orleans African American Museum, May 14, 2020 (co-producer) (cancelled due to Covid-19).

"New Orleans Con Sabor Latino" Southern Food and Beverage Museum. New Orleans, LA. May 2017 (curator).

"New Orleans Black Worker Organizing History," Digital Timeline, co-produced with members of Stand with Dignity, Toya Ex Lewis, Alfred Marshall, and Colette Tippy. June 19, 2016 (co-producer).

"Bánh Mì to Baleadas: An Exhibition of New Orleans' Shifting Foodways," Southern Food and Beverage Museum. New Orleans, LA. December 2015. (curator).

"Kentucky." Tastes of the Southern States, Southern Food and Beverage Museum. New Orleans, LA. Summer 2013. (co-curator).

SERVICE

Department

2019-Present	Orser Center Advisory Committee, UMBC
2019-Present	Public Humanities Minor Advisory Committee, UMBC
2019-Present	Faculty Senate, UMBC
2018	"Tacos y Pasteles in a Philly Cheesesteak State with Krishnendu Ray," Lehigh University, Panel Organizer
2017	"Garifuna Culture in Louisiana, A Culture of Resistance" Forum, Tulane University, Forum Organizer
2016	"Berta Cáceres: A Talk by Olivia Zúñiga Cáceres," Tulane University, Panel Organizer

University

2023-Present	WMBC Radio Advisor
2022-Present	Garden Club Advisor
2022-Present	Zero Waste Working Group, UMBC
2022-Present	Affiliate Faculty Latin American Studies Minor
2020-Present	Humanities Forum Committee, UMBC
2020-2021	The Andrew W. Mellon Foundation for "Strengthening UMBC's Public Humanities Infrastructure: Baltimore Field School," Working Group

2019-Present
Community

Affiliate Faculty LLC PhD Program

2019-2022

Volunteer with Mera Kitchen Collective, Baltimore

2011-Present

Researcher/Volunteer New Orleans Workers'
Center for Racial Justice

2016

Court-qualified Expert Witness (Honduran
Immigration) Juvenile Justice Court, Louisiana

Professional

2023-Present

Southern Labor Studies Association Executive
Board

2021-2023

Labor Research and Action Network New Scholars

2018-Present

American Studies Association Member

2017-Present

Association for the Study of Food and Society
Member

2017-2019

Series Editor, Latinx Food in North
America, Society for the Anthropology
of Food and Nutrition

CURRICULUM VITAE**NICOLE KING, Ph.D.**

Associate Professor

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 University of Maryland Baltimore County (UMBC)
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 Baltimore, MD 21250
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EDUCATION

Ph.D. 2008	University of Maryland, College Park, American Studies
M.A. 2001	University of New Mexico, Albuquerque, Comparative Literature and Cultural Studies
B.A. 1999	Coastal Carolina University, English, Political Science, minor

Experience in Higher Education

2015-2022	UMBC, chair, American Studies,
2014-present	UMBC, associate professor, American Studies
2008-2014	UMBC, assistant professor, American Studies
2006-2008	UMBC, full-time lecturer, American Studies
2004-2006	UMBC, part-time lecturer, American Studies
2003-2003	Towson University, part-time lecturer, English
2001-2003	University of Maryland, graduate student lecturer, American Studies
2000-2001	University of New Mexico, graduate assistant, Media Arts

Experience in Other than Higher Education

2020-present	Organize Poppleton, Baltimore, MD, researcher
2022-present	The Right to the City and the Black Radical Tradition, Johns Hopkins University, advisory committee member
2013-2015	Filbert St. Community Garden, Baltimore, MD, advisory committee member
2011-2015	Baltimore Arts + Justice, advisory committee member
2010-2012	Masonville Cove Advisory Committee, member
2005-2009	Greenbelt Museum, MD, vice-president
2003-2009	Greenbelt Museum, MD, board of directors

2002-2009

Greenbelt Museum, MD, docent

Honors Received

Community Partnership Award/Organize Poppleton, Economic Action Maryland, 2023

Crystal Eagle Award, Owners' Counsel of America, 2023

Outstanding Work in Preservation Award, Baltimore Heritage, 2022

Presidential Teaching Professor, UMBC, 2018-2021

Research Support and Fellowships

2022-2023	\$157,500, Baltimore Field School (BFS) 2.0: Undoing & Doing Anew in Public Humanities at UMBC, ACLS Sustaining Public Engagement Grants, 2022-2023 - co-PI
2020-2021	\$125,000, The Baltimore Field School: Strengthening UMBC's Public Humanities Infrastructure, The Andrew W. Mellon Foundation, 2021-2022 - co-PI, project director
2020	CAHSS 2019-2020 Research Fellowship (spring 2020)
2019	\$5,000, CAHSS Pedagogy & Teaching Award - co-PI
2018	\$1,500, Breaking Ground Grant, UMBC - PI
2017	\$6,000, SFRF Dresher Center for the Humanities
2015-2016	\$20,000, Maryland Humanities Council, major grant, lead-PI, project director
2014-2015	\$10,000, Hrabowski Innovation Grant, UMBC lead-PI
2013	\$1,500, Breaking Ground Grant, UMBC - PI
2012	\$2,000, Breaking Ground Grant, UMBC – co-PI
2011	\$20,000, Imaging Research Center/IRC/CAHSS Summer Fellowship – co-PI
2010	\$5,000, Dresher Center Summer Faculty Fellowship – PI
2009	\$4,000, CAHSS Summer Faculty Fellowship, UMBC – PI
2008	\$1,500, Faculty Innovation Grant, Kauffman Foundation/Alex. Brown Center for Entrepreneurship - PI

Ph.D. Students

Forrest Caskey, "Who Is Dorothy? Baltimore Drag Queens Establishing Space and Place for Queer Culture," co-chair, Language, Literacy, and Culture (LLC), ongoing 2021 - present (co-chair)

Vinny Cannizzaro, "Local Government Decision Making," Public Policy, (Defense: October 31, 2022)

Shenita Denson, “Retrospective Storytelling, Meaning-Making, and Generativity: Black Intergenerational Stories About Love,” LLC, committee member, ongoing (Defense: August 16, 2022)

Siobhan Quinn, “Ethnic Identity Discourses in the Public Sphere: A Micro History of The German Community and Germania Hall in Troy N.Y. in Three Vignettes,” LLC, committee member, ongoing (Defense: July 13, 2023)

Sonya Squires-Caesar, “Money Tales: Tangled Financial Socialization of US Immigrants’ Use of Rotating Savings and Credit Associations,” LLC, committee member, ongoing (proposal defense: June 15, 2021)

Diane Kuthy, “Historic coverings: Interrogating the visual and material culture of whiteness in the United States through quilt-making and visual art education curricula,” co-chair, LLC, 2019

Andy Devos, “A History of Interracial Sexuality in U.S. Films since 1956-2001,” committee member, LLC, 2015

Yonghun Lee, “Contested City: Hub City of Asian Culture Project, Gwangju, Korea,” committee member, LLC, 2010

M.F.A. Students

Paul Adam Droneburg, “Post Us,” M.F.A. Program in Intermedia + Digital Arts, 2022

Nicole Josephine Ringel, “Remnants, Remainders, Ghosts, and Continuities: Walking a Shimmering Landscape,” M.F.A. Program in Intermedia + Digital Arts, 2019

M.A. Students

Viridiana Colosio-Martinez, “Essential Resilience: The Latinx Experience in Baltimore,” committee member, Modern Languages, Linguistics & Intercultural Communication, ongoing

Zachary Ryan Peterson, “The Group is a ‘Fraternal Order’ and Not a Labor Union”: The 1974 Baltimore Police Strike and the Conservative Turn in Police Labor Union Organizing, committee member, History, defense July 12, 2022

Kevin Muhitch, “We are the first to unabashedly go out and ask for a prison”: Deindustrialization and the Politics of Prison Siting in Maryland, 1975-1996, committee member, History, 2020

Michael Stone, “Understanding the Uprising,” committee member, Public History, 2016

Undergraduate Students

Lexi Tyson (VARTS), “Community-based Design: Poppleton Now,” Visual Arts, URA/URCAD, 2024, mentor

Evelyn Yuen. Asian-American Foodways in Baltimore, History, URCAD, 2023, co-mentor

Kendal Howell, Watch Me Work: Baltimore Barbershops, Hair Salons, Stories & More, URCAD, Africana Studies/Humanities Scholar, 2023, mentor

Emily Chetelat, “Building Movements of Resistance in Baltimore City,” INDS Capstone thesis and zine, 2020

DeAndre Bright (AMST) Tony Cano and Kenny M’Bale (MCS), “Baltimore Traces: A Walk Down West Baltimore Street,” American Studies, URCAD mentor, 2019

Lydia Coley, “Environmental Racism and Food in Cherry Hill, American Studies URCAD mentor, 2019

Kelly Wan, “Baltimore’s Chinatown: Preserving Memory and a Conflicted Community,” Global Studies/Asian American Studies URCAD/UMBC Review publication, 2018

Allison Feeney, “Here We Go Again: Comparison of Prejudice Against Irish Catholics and Muslims,” American Studies URCAD/Honors mentor, 2017

Nathaniel Croll, “From Oral Tradition to Cinema: An Examination of the Adaptation of Indigenous American Culture in Film,” American Studies URCAD mentor, 2017

Adam Droneburg, “Baltimore Traces,” American Studies, URA, 2014-2015.

Jennie Williams, Katie Hern, Thomas Myers, Hayley Nelson, Lacey Wilson and Collin Wojciechowski, “Mapping Baybrook: From Main Street to the Harbor,” Chesapeake American Studies Association annual meeting, University of Maryland, College Park, April 2013 and URCAD 2014.

- Jennie Williams, “[Collector of Stories](#),” BreakingGround blog, 2013

- Collin Wojciechowski, "[Students 'Mapping Baybrook'](#)" BreakingGround blog, 2012.

Vicki Greisman, "Quilts for Soldiers: Material Culture and Patriotism," American Studies honors capstone/URCAD, 2013

Jordan Dubbs, "The American Road Trip: Race and Masculinity in 20th Century Road Narratives," American Studies honors capstone, 2012

Katie Dix, "The Humane Metropolis: Using Environmental Initiatives to Benefit Urban Neighborhoods," American Studies honors capstone/URCAD, 2010, chair

Samantha MacGarity, "Analyzing the Maryland Renaissance Festival," American Studies honors capstone/URCAD, 2009, chair

Alison Gottschalk, "Gender and Comics: Exploring Spiderwoman," American Studies honors capstone/URCAD, 2008, chair

Carly Fitzpatrick, "Marketing and Society: Why New Coke Failed," Interdisciplinary Studies capstone, 2007, committee member

Publications

Peer-Reviewed Works

Books

Baltimore Revisited: Stories of Inequality and Resistance in a U.S. City (New Brunswick: Rutgers University Press, 2019) - co-edited with Kate Drabinski and Joshua Clark Davis

Sombreros and Motorcycles in a Newer South: The Politic of Aesthetics in South Carolina's Tourism Industry (Jackson: University Press of Mississippi, 2012)

Journal Articles

"Rethinking the Field in Crisis: The Baltimore Field School and Building Ethical Community and University Partnerships" for *Journal of Higher Education Outreach and Engagement* co-authored with Sarah Fouts and Tahira Mahdi, accepted for publication.

"Building Together" in Baltimore? Corporate Mega-Development and Coalitions for Community Power," *Urban Affairs Review*, June 2021, 1-37, co-authored with Meghan Ashlin Rich.

[“Sounds of a City: Podcasts and Public Humanities in Baltimore,”](#) *Journal of Higher Education Outreach and Engagement*, Volume 25, Number 1 (2021).

“Reckoning with Regionalism: Race, Place, and Power in Urban History,”
Review Essay, *Journal of Urban History* (2021) Vol. 47(1) 209–214.

“Preserving Places, Making Spaces in Baltimore: Seeing the Connections of Research, Teaching, and Service,” *Journal of Urban History*, May 2014, Vol. 40 (3), 425-449.

Chapters in a Books

“Baltimore Traces: Public Humanities, Zines, and the Connecting the Classroom” in *The Routledge Companion to Publicly Engaged Humanities Scholarship*, in press / forthcoming 2024

“The Superblock: A Downtown Development Debacle, 2003-2015” in *Baltimore Revisited: Stories of Inequality and Resistance in a US City* (New Brunswick: Rutgers University Press, 2019)

Co-authored with Michelle Stefano, “Community-Based Methods for Envisioning Deindustrialization: Mapping Baybrook and Mill Stories Projects of Baltimore, USA” in Onciul, B.A., Stefano, M.L., and Hawke, S., eds. *Engaging Heritage: Engaging Communities* (Suffolk: Boydell & Brewer, 2017), 119-137.

“Behind the Sombrero: The Story of Identity and Power at South of the Border, 1949-2001,” Anthony Stanonis, editor, *Dixie Emporium: Consumerism, Tourism, and Memory in the American South* (Athens: University of Georgia Press, 2008), 148-174.

Book Reviews

Liberty Road: Black Middle-Class Suburbs and the Battle Between Civil Rights and Neoliberalism. By Gregory Smithsimon. (New York: New York University Press, 2022), *Journal of Southern History*, 2024.

Erkin Özay, Urban Renewal and School Reform in Baltimore: Rethinking the 21st Century Public School, *Journal of Architectural Education* (JAE), April 2022.

Mary Rizzo, *Come and Be Shocked: Baltimore beyond John Waters and The Wire*. Baltimore: Johns Hopkins University Press, 2020 in *Public Historian*, Volume 43,. Issue 2. May 2021, 175-177.

Stefan Schutt, Sam Roberts, and Leanne White, eds. “Advertising and Public Memory: Social, Cultural and Historical Perspectives on Ghost Signs” (London

and New York, Routledge, 2017) *International Journal of Heritage Studies*, 24:4, 2018, 442-443.

William E. O'Brien, *Landscapes of Exclusion: State Parks and Jim Crow in the American South* (Amherst: University of Massachusetts Press, 2016) *Journal of American History*, (103.4) March 2017, 1081-1082.

David Pilgrim, *Understanding Jim Crow: Using Racist Memorabilia to Teach Tolerance and Promote Social Justice* (Oakland, CA: PM Press, 2015), *Journal of Southern History* (83.1) February 2017, 199-200..

Lynnell L. Thomas, *Desire and Disaster in New Orleans: Tourism, Race, and Historical Memory* (Durham, NC: Duke University Press, 2014), *Journal of Social History*, (50:2) Winter 2016., 453-455.

Victoria W. Wolcott, *Race, Riots, and Roller Coasters: The Struggle over Segregated Recreation in America* (Philadelphia: University of Pennsylvania, 2012), *Indiana Magazine of History*, Vol. 110, March 2014, 84-85.

Karen Cox, ed. *Destination Dixie: Tourism and Southern History* (Gainesville: University Press of Florida, 2012), *Journal of Southern History*, (80.1) February 2014, 244-245.

Barbara Stokes, *Myrtle Beach: A History, 1900-1980* (Columbia: University of South Carolina Press, 2008) *South Carolina Historical Magazine*, (110.1-2) January-April 2009, 8-83.

Claudette Stager and Matha A. Carver, eds. *Looking Beyond the Highway: Dixie Roads and Culture* (Knoxville: University of Tennessee Press, 2007) *Indiana Magazine of History*, Fall 2008, 314-315.

In Progress

The Ungentrifiable City: Resisting the Slow Violence of Urban Renewal in Baltimore (book manuscript)

Non-Peer-Reviewed Works

Entries in Encyclopedias

“Tourism, Automobile” (thematic article), “South of the Border,” “Atlantic Beach Bikefest,” and “Myrtle Beach” (topical articles) in *The New Encyclopedia of Southern Culture, Recreation*, volume 18, (Chapel Hill: University of North Carolina Press, 2011)

Interviews

Interviewed by Michelle Stefano, "Mapping Baybrook: An Interview with Professors Steve Bradley and Nicole King," *Textures & Experiences of Trans-Industriality (TETI)*, N.3, April 5, 2012.

Magazine/Newspaper

"Trump's Dehumanizing Attacks on Baltimore are Hiding an Awful Truth--And He Knows It," *Newsweek*, August 1, 2019.

"Conversation artist: Chanan Delivuk has deep roots in Curtis Bay," (profile) *Baltimore City Paper*, July 22, 2014

"Contemporary kicks off CoHosts series at Baltimore School for the Arts with Coco Fusco," (event review) *Baltimore City Paper*, June 4, 2014

"Gary is torn between his father and the film's titular character, Joe," (film review) *Baltimore City Paper*, April 23, 2014

Co-authored with Michelle Stefano, "Days of their lives," (profile of Courtney Speed from Turner Station) *Baltimore City Paper*, March 26, 2014

Co-authored with Michelle Stefano, "Robert Williams brings African culture to Hollins Market," (profile) *Baltimore City Paper*, January 29, 2014

"Traveling to the Newer South of the Border," *South Writ Large*, University of North Carolina, Chapel Hill, Global South Working Group, Summer 2012

Blog

"Revisiting Baltimore," *The Metropole Bookshelf: The Official Blog of the Urban History Association*, August 8, 2019.

"Social Entrepreneurship in the Public History Classroom," *History@Work: a Public History Commons from the National Council on Public History*, December 21, 2012

Digital/Public Humanities Projects

Baltimore Traces" website, 2015, <http://baltimoretraces.umbc.edu/>

[A Place Called Poppleton](#), 2021-2023

[A Walk Down West Baltimore Street](#), 2019

[Project PLASE: Our Stories](#), 2019

[A Journey Through Hollins](#), 2018

[Learning from Lexington](#), 2017

[Mapping Dialogues](#), 2015-2016

Student produced podcasts for [Baltimore Traces: Communities in Transition](#):
Aired on “[The Marc Steiner Show](#)” on WEAA 88.9 - a partnership with the
Center for Emerging Media (2014-2017)

[Learning from Lexington](#), fall 2017

[Downtown Voices](#), spring 2016

[Bromo Speaks](#), fall 2015

[Downtown Stories](#), fall 2015

[Station North Voices](#), spring 2015

[Stories of Deindustrialized Baltimore](#), spring 2014

Mapping Baybrook, 2012, <http://mappingbaybrook.org/>

Student-produced Zines (pdfs linked on website from above)

“I am your neighbor”: Profiles of Poppleton, 2023

Save Our Block, 2022

A Place Called Poppleton, 2021

A Walk Down West Baltimore Street, 2019

A Journey Through Hollins, 2018

Learning from Lexington, 2017

Reviews of Candidate’s Works

Brandon Walsh, “[Review: Baltimore Traces](#),” *Reviews in Digital Humanities*:
Special Issue: Digital Pedagogy, (January 2022).

Howell Baum, “Baltimore Revisited: Stories of Inequality and Resistance in a US City,” *Journal of Urban Affairs*, 42 (7): 1093–95 (2020).

Laura Hapke, “Baltimore Revisited: Stories of Inequality and Resistance in a U. S. City,” *European Journal of American Studies* (2019)

Lieb Emily, The “Baltimore Idea” and the Cities It Built. *Southern Cultures*; 25(2) (2019) :104-119.

Daniel Fisher, “[A Typology of the Publicly Engaged Humanities](#),” *Humanities for All*, (2019).

“[Baltimore Traces: Communities in Transition](#),” *Humanities for All*, (2018).

Brenden Martin, *Sombreros and Motorcycles in a Newer South: The Politic of Aesthetics in South Carolina's Tourism Industry* by P. Nicole King in *Journal of American History* (December 2013), 920-921

Andrew W. Kahrl, *Sombreros and Motorcycles in a Newer South: The Politic of Aesthetics in South Carolina's Tourism Industry* by P. Nicole King, *Journal of Southern History*, Vol. 79, No. 3 (August, 2013): 773-774

Richard R. Hourigan III, *Sombreros and Motorcycles in a Newer South: The Politic of Aesthetics in South Carolina's Tourism Industry* by P. Nicole King in *The South Carolina Historical Magazine*, Vol. 113, No. 4 (October 2012), 340-342

Conference Presentations

(Juried/Refereed)

"Christian Nationalism and the American Citizenry," American Studies Association annual meeting, Montreal, Canada, 2023 (chair)

"Roundtable: Baltimore, the Black Radical Tradition, and the Right to the City," Urban History Association annual meeting, Pittsburgh, PA, 2023 (panelist)

"A Place Called Poppleton: The Fight to Repair the Damage of Urban Renewal in Baltimore, 2020-2023" in "Activated Communities" panel, Urban History Association annual meeting, Pittsburgh, PA, 2023

Chair, "The Lakeland Digital Archive as a Tool for Reparations," Urban History Association annual meeting, Pittsburgh, PA, 2023 (chair)

"Building and Sustaining Programs Through Crisis," American Studies Association annual meeting, New Orleans, Louisiana, 2022 (session organizer)

"Baltimore Revisited & the Ethics of Public Research," American Studies Association, San Juan, Puerto Rico, 2020 - rescheduled virtual 2021 (session organizer)

"Reimagining Baltimore for Whom?: Community Coalitions, Gentrification, and Corporate-driven New Urbanist Redevelopment," Society for the Study of Social Problems (SSSP) annual meeting, New York, New York, August 2019

"Subverting the Hustle: Emergence and Transformation within the University Complex," American Studies Association annual meeting, Atlanta, Georgia, November 2018 (session organizer)

“Spaces of Dissent,” American Studies Association annual meeting, Chicago, Illinois, November 2017 (chair/commentator)

“Home/Not Home in Baltimore: Place and Positionality in Studying the Baltimore Uprising,” American Studies Association annual meeting, Denver, Colorado, November 2016

“How Public History, Art, and Journalism Can Challenge Baltimore’s Exclusive Past,” National Council on Public History, Baltimore, Maryland, March 2016 (session co-organizer)

“Downtown Stories: Place and Public History in Baltimore” in “From the Local to the Global: Micro-Talks on the Power of Place in the Humanities,” Imagining America: Artists & Scholars in Public Life national conference, Baltimore Maryland, October 2015

“Pedagogical Practice in Interdisciplinary Research,” American Studies Association annual meeting, Toronto, Canada, October 2015

“Public History on the Edge of Academic Institutions,” National Council on Public History, Nashville, Tennessee, April 2015

“Social History in the 21st Century: What Would a “New” Baltimore Book Look Like?” Chesapeake American Studies Association annual meeting, UMBC, Catonsville, MD, March 2015 (session organizer and chair)

“Steel Stories: Mapping Documenting, and Digitizing Deindustrialization Processes,” American Anthropological Association, Washington, D.C., December 2014

“Post-Industrial Places Project (PIPP): Mapping the Stories of Industrial Baltimore,” Deindustrialization and Its Aftermath: Class, Culture, and Resistance,” Montreal, Quebec, May 2014 (session organizer)

“Race and Industrial Space in Fairfield: Learning to See 'Baltimore's Forgotten Corner,’” Organization of American Historians annual meeting, Atlanta, GA, April 2014

“Envisioning Relocation as Justice: The Debt of War and Industrialization in South Baltimore,” American Studies Association annual meeting, Washington DC, November 2013

“Mapping Baybrook: From Main Street to the Harbor,” Ch3vb7esapeake American Studies Association annual meeting, University of Maryland, College Park, April 2013 (session organizer and chair)

“Building Networks for Preserving Places: University and Community Partnerships,” Organization of American Historians / National Council on Public History annual meeting, Milwaukee, Wisconsin, April 2012

“Baltimore City as Laboratory: Transformations of Urban Neighborhoods Through Public History Programming,” American Studies Association annual meeting, November 2011 (session organizer)

“Rebuilding Baybrook: Preserving Places, Making Spaces,” Chesapeake American Studies Association/Mid-Atlantic American Studies Association annual meeting, Georgetown University, March 2010 (session organizer and chair)

“Smiling Faces, Beautiful Places: The Marketing of Identity in South Carolina’s Tourism Industries,” Organization of American Historians annual meeting, Seattle, Washington, March 2009

“The Atlantic Beach Bikefest Controversy: Race, Rights, and Tourism on the South Carolina Coast,” International Association for the Study of Environment, Space, and Place conference, Towson University, April 2008

“Tourism, Memory, and Motorcycles: A Historically Black Beach Struggles to Maintain Its Identity,” American Studies Association annual meeting, Philadelphia, Pennsylvania, November 2007 (session organizer)

“Insiders and Outsiders: Southern Stereotypes in the Road Movie,” Chesapeake American Studies Association/Mid-Atlantic American Studies Association annual meeting, UMBC campus-Baltimore, Maryland, March 2007

“Riding and Racism: The Atlantic Beach Bike Festival,” Popular Culture Association/American Culture Association annual meeting, Boston, Massachusetts, April 2007

“Regionalism in the Road Movie: Complicating the South and Southwest in *Easy Rider*,” Texas/Southwest Popular Culture Association/American Culture Association annual meeting, Albuquerque, New Mexico, February 2006

“Behind the Sombrero: The Story of Identity and Power at South of the Border, 1949-2001,” Symposium of the Institute for Southern Studies & Watson-Brown Foundation, Thomson, Georgia, October 2005

“Pedro in the Political: Reading Roadside Kitsch,” American Studies Association annual meeting, Atlanta, GA, November 2004

“Images of Postcolonial Pedro: Locating a South Carolina Tourist Icon in a Global Perspective,” Global American South Conference, University of North Carolina, Chapel Hill, March 2004

“White Bike Week, Black Bike Week: Segregated Leisure in Myrtle Beach, South Carolina,” Popular Culture Association of the South/American Culture Association of the South Conference annual meetings, New Orleans, Louisiana, Fall 2004

“Representations and Performances of White Trash Identities,” Chesapeake American Studies Association annual meeting, University of Maryland, Spring 2003

“The History of White Trash Aesthetics,” Popular Culture Association in the South/American Culture Association in the South annual meeting, Charlotte, North Carolina, Fall 2002

“The Story of South of the Border: The Alan Schafer Years, 1949-2001,” Chesapeake American Studies Association annual meeting, University of Maryland, Spring 2002

Media Activities

Interviewed by Tom Hall, “Issues in Industry and the Future of Work,” WYPR’s Midday with Tom Hall - Live radio broadcast from the Baltimore Museum of Industry, October 10, 2017

Quoted in Bruce Vail, “Baltimore politicians are letting union jobs die while making way for luxury real estate,” *In These Times*, August 24, 2017, reprinted in *Salon*, September 4, 2017

Quoted in Libby Wiersema, “How South Carolina's famous South of the Border still survives in modern times,” *Post and Courier* [Charleston, SC], July 8, 2017

Interviewed by Aaron Henkin, “South of the Border,” WYPR’s (Baltimore’s local NPR station), *The Signal*, July 2012, re-aired August 2013

Interviewed by Karen Cox, “Sombreros and Motorcycles with Nicole King,” *Pop South*, 2013

Media Activities—work cited in newspaper & television (public)

Mark Reutter, [Ground down and depopulated, Poppleton makes a last stand](#) *Baltimore Brew*, July 10, 2021.

Fern Shen, [A rally to save Poppleton draws supporters, but nobody from City Hall](#), *Baltimore Brew*, July 11, 2021.

WMAR, [West Baltimore residents hold 'Save Our Block' block party in Poppleton community](#), July 11, 2021.

Fern Shen, [City razes historic house in Poppleton two days after Save Our Blockrally](#) *Baltimore Brew*, July 13, 2021

Mikenzie Frost FOX45, [Poppleton community faces silence from City leaders while eminent domain plans continue](#), July 15, 2021..

Hallie Miller, [As Baltimore's Poppleton neighborhood braces for change, residents liken it to a 'family' being broken apart](#), front page of the *Baltimore Sun*, July 23, 2021.

Jaisal Noor & Brandon Soderberg, [Poppleton residents declare: Black Neighborhoods Matter](#), *The Real News: Battleground Baltimore*, November 5, 2021.

Jaisal Noor & Brandon Soderberg, [Eminent Domain is Violent: Poppleton residents show the City what development looks like for Black Baltimoreans](#), *The Real News: Battleground Baltimore*, December 15, 2021.

WMAR, [Bridging the Gap: Sarah Ann Street](#), February 17, 2022

Fern Shen, [City moves Eaddy house off Poppleton historic district map](#), *Baltimore Brew*, March 8, 2022.

Fern Shen, [Amid demolition and stalled development, Poppleton remains in limbo](#), *Baltimore Brew*, March 14, 2022.

Giacomo Bologna, [Baltimore family wins rare — though small — victory in fight to protect Poppleton home from demolition](#), front page of Baltimore Sun, April 12, 2022.

Brittney Verner, [Poppleton community fights to preserve the history of their neighborhoods](#), WMAR, April 12, 2022.

Charles Cohen, “[Opinion: After her eminent domain win in Poppleton, Sonia Eaddy’s fight is just beginning](#),” *Baltimore Banner*, August 17, 2022.

Fern Shen, [Poppleton residents, who thought they scored a win in July, now feel left out](#), *Baltimore Brew*, November 3, 2022.

Giacomo Bologna, [Former residents of Black neighborhood want feds to investigate displacement in Baltimore](#), *Baltimore Sun*, February 13, 2023.

Hallie Miller and Sophie Kasakove, [Former Poppleton resident, nonprofit allege Fair Housing Act violations in federal complaint](#), *Baltimore Banner*, February 13, 2023.

Associated Press, [Baltimore's Sonia Eaddy and Nicole King receive award for efforts to save historic Poppleton](#), February 16, 2023.

Lea Skene, [Black Baltimoreans fight to save homes from redevelopment](#), *Associated Press*, February 18, 2023.

Fern Shen, [Ravaged by redevelopment, a West Baltimore neighborhood fights back with a HUD complaint](#), *Baltimore Brew*, February 23, 2023.

Baltimore Heritage, [Sarah Ann Street Local Historic District Created](#), April 10, 2023

Fern Shen, [CHAP declares five “Superblock” buildings that developers want to demolish](#), *Baltimore Brew*, May 9, 2023.

Giacomo Bologna, [Superblock redevelopment in Baltimore inches closer to reality](#), *Baltimore Sun*, May 9, 2023.

Invited Talks

“The City and the Campus: Models for Becoming the University for/with Portland,” Keynote at Faculty Development Day, University of Portland, Oregon, May 9, 2023.

“Rethinking the Field in Crisis: The Baltimore Field School, 2020-2022,” The University & the Neighborhood Conference, Wake Forest University, Wake Downtown, Winston-Salem, NC, November 11-12, 2022.

“Preservation for the People: The Fight for Development Without Displacement,” Plenary, Doors Open Baltimore, Maryland Institute College of Art (MICA), Baltimore MD, September 29, 2022.

“Culture for Cities? A Conversation about the Role of Arts in Baltimore and Newark,” Rutgers University, Newark, NJ, May 5, 2022.

“The Baltimore Field School Community Fellows Program,” Humanities Symposium / Drescher Center’s Inclusion Imperative, April 8, 2022.

“A History of Poppleton,” The Baltimore Architecture Foundation (BAF) and Baltimore Heritage present the Virtual Histories Series, Baltimore, MD, October 29, 2021. (virtual)

“Black Homeownership in Old Poppleton,” Bmore Historic unconference, September 21, 2021. (virtual)

“Baltimore Traces: Communities in Transition,” The Humanities Engaged Speaker Series, Johns Hopkins University, November 20, 2019.

“Baltimore Revisited Panel” Baltimore Book Festival, November 3, 2019.

“Baltimore Data Day 2019,” Baltimore Neighborhood Indicators Alliance - Jacob France Institute, University of Baltimore, Baltimore, MD, July 2019.

“Do Listen to Strangers,” GRIT X talks, UMBC, Baltimore, MD, October 2018.

Panelist, “Redevelopment and Justice in Baltimore,” Humanities Forum, UMBC, Baltimore, MD, April 2018

Plenary Panelist, “Who Speaks, Who Listens: The Academy and the Community, Memory and Justice,” American Council of Learned Societies (ACLS), Baltimore, Maryland, May 2017

Baltimore Traces: Communities in Transition, Diversity Institute for Faculty, "Seeking Social Justice for Baltimore," Curriculum Transformation Project (CTP), Anne Arundel Community College, May 24, 2016

"Mapping Dialogues," Multiple Communities, Multiple Stories, Creative Alliance, Baltimore, Maryland, for "Baltimore Stories: Narratives and the Life of an American City/Humanities in the Public Square" April 23, 2016.

"Baltimore Traces: Communities in Transition," Chesapeake Arts Center (CAC), Baltimore, Maryland, June 2, 2015

"BreakingGround Sampler," Provost's Teaching and Learning Symposium, UMBC, September 2014

"The Story of Alan Schafer: Complicating the Jewish Southerner," Jewish Museum of Maryland, Baltimore, Maryland, October 23, 2013

"What Remains? Baltimore Neighborhoods in Transition" panel, Humanities Forum, UMBC Library Gallery, September 19, 2013

"Sombreros and Motorcycles in a Newer South," book discussion, Coastal Carolina University, Conway, SC, March 28, 2013

"Preserving Places: Social Entrepreneurship in the Classroom," faculty panel at UMBC Entrepreneurship Summit, January 17, 2013

"Baybrook History," Maternal and Child Health Leadership Development Scholars Program with the School of Social Work at the University of Maryland, Baltimore, January 13, 2013

"UMBC and the Greater Baltimore Cultural Alliance Present: New Spaces," Performing Arts and Humanities Building (PAHB) Grand Opening Celebration, UMBC, September 19, 2012

"Mapping Baybrook: BreakingGround," UMBC University Retreat, August 2012

Curtis Bay Bike Tour, (bike tour leader), Baltimore Heritage, May 19, 2012

"Environmental Justice in Industrial South Baltimore," Masonville Cove Advisory Committee, Baltimore, MD, April 10, 2012

"Environmental Justice in Industrial South Baltimore," Village Learning Place, Baltimore, MD, Baltimore History Evenings, Baltimore City Historical Society, February 16, 2012

“Preserving Places Making Spaces in Baltimore: Applied Research and Social Entrepreneurship in the Classroom,” College of Natural and Mathematical Sciences (CNMS) – Entrepreneurship Institute, UMBC, January 2011

“Baybrook Coalition: Community Partnerships in Brooklyn and Curtis Bay,” (lecture and bus tour) Master of Arts in Cultural Sustainability (MACS) Goucher College, January 2011

“Preserving Places: Social Entrepreneurship in the Classroom,” UMBC University Retreat, July 2010

“Deepening Student Literacy with Visual Assignments,” Office of Information Technology (OIT), UMBC, Lecture, 2010

Conferences Organized

Local organizing committee chair, “Urban Places, Digital Spaces,” Chesapeake American Studies Association annual meeting, UMBC, March 2015

Planning committee, “Bmore Historic,” Baltimore Museum of Industry (BMI), 2016 - present

Planning committee, “Bmore Historic,” Maryland Historical Society, 2011-2015.

Planning committee, “Baltimore Neighborhoods, Baltimore History,” Maryland Historical Society, May 17, 2012

Lectures Organized

Marry Rizzo, “‘The Most Authentic Microphone of Black Folks Talking Ever Devised’: Baltimore's Chicory Magazine and Making a Poetry Public Sphere,” Dresher Center, inaugural Public Humanities Speaker Series, March 2019

Cherrie Moraga, “The Calling: Art Practice Along the Road of Changing Consciousness,” UMBC Library Gallery, October 2015

Marci Reaven, New York Historical Society, “Giving the Past Presence: Public History Experiments in New York City,” UMBC Library Gallery, December 2011

Zack Furness, Columbia College Chicago, “Toward a Bicycle Culture: Rethinking Urban Life on Two Wheel,” inaugural Orser Center lecture, UMBC Library Gallery, September 2010

Clay Risen, *New York Times* editor gave a talk on his recent book *A Nation on Fire: America in the Wake of the King Assassination*, UMBC Library Gallery, February 2009

Marita Sturken, "Tourists of History: The Kitschification of Memory in American Culture," The Carl Bode Lecture Series in Celebration of the 60th Anniversary of the Department of American Studies, University of Maryland, College Park, April 2006

Public Humanities Events Organized

Save Our Block: Poppleton Filmfest, Charles Theater, April 2, 2022.

A Place Called Poppleton, Virtual, 2021, In-person 2022

Scholarly Reportage and the End of Extraction: BFS 2021 Culminating Event, Red Emma's, Baltimore, MD, November 30, 2021.

Baltimore Field School (BFS), Virtual, June 21-25, 2021:

<http://baltimorefieldschool.org/>

A View from Somewhere: Moving Towards Anti-Extractive Fieldwork Approaches - BFS Kickoff, Red Emma's, Baltimore, MD, April 20, 2021.

A Walk Down West Baltimore Street (zine release + walking tour) Lion Brothers Building, Baltimore, Maryland, May 2019

A Journey Through Hollins (zine release + walking tour + open mic), Lion Brothers Building, Baltimore, Maryland, May 2018

Learning from Lexington (zine release + open mic), Lexington Market, Baltimore, Maryland, December 2017

Mapping Dialogues: Deindustrialization in Baltimore, funded by the Maryland Humanities Council, Culminating Event: Baltimore Museum of Industry (BMI), Baltimore, MD, April 2016

Bromo Speaks: Listening Party, Psychic Annex, Baltimore MD, May 2015

Mapping Dialogues (Brooklyn-Curtis Bay), funded by the Maryland Humanities Council, Benjamin Franklin High School, Baltimore, MD, October 2015

The Garden Gala (benefit for the Filbert Street Community Garden) – 2640 Space, Baltimore, MD, May 2014

Mapping Baybrook: From Main Street to the Harbor, Polish Home Hall – Curtis Bay, Baltimore, MD, December 2012

Bridging Baybrook: Preserving the Past, Developing the Future, Polish Home Hall – Curtis Bay, Baltimore, MD, May 2011

Club 4100: Community Celebration & Sports Social, Club 4100 – Brooklyn, Baltimore, MD, May 2009

Creative Achievements

Exhibitions (non-juried)

“Baltimore Traces: Bromo Speaks,” Transmodern Festival, Baltimore, Maryland October 1-4, 2015

Exhibitions (juried)

“Place Immersion: Mapping Baybrook,” Oasis Places exhibition, Maryland Art Place (MAP), Baltimore, MD, May 9 – June 22, 2013

Piece in an Exhibition (non-juried)

Photograph, “Polish Home Hall: A Symbol of a Community’s Rebirth,” Baltimore Place to Place exhibition, Windup Space, Baltimore, MD – November 4, 2010 – January 30, 2011.

Service to the Department

2022	member	AMST PMS Search Committee
2022	member	AMST Search Committee
2021	member	AMST Contract Renewal
2018-2019	member	AMST Search Committee
2016	member	P&T committee, AMST
2015-present	chair	AMST Department
2011-present	coordinator	Scheduling for AMST Department
2010-2011	member	AMST Search Committee
2010-2013	member	AMST Curriculum Revision Committee
2007-2008	member	AMST Search Committee
2006-2009	advisor	AMST Council of Majors
2006-2010	coordinator	Department Internships

Service to the University

2019	member	MCS Contract Renewal
2018-2020	member	Valedictorian Selection Committee
2017	member	MCS Contract Renewal
2013-present	affiliate faculty	Language, Literacy, and Culture doctoral program
2013- 2017	member	Imaging Research Center (IRC) Internal Advisory Board
2012-2017	member	IRC/CAHSS summer fellow, selection committee
2011, 2016	member	Maryland Traditions Search Committee
2011	interviewer	Humanities Scholars Selection
2011	participant	2010-2011 President's Higher Education Community Service Award application
2011-2015	member	Undergraduate Research Awards (URA) Committee
2010-present	director	Orser Center for the Study of Place, Community, and Culture
2010	member	Vice Provost for Faculty Affairs Search Committee
2010-2011	member	Media and Communication Studies (MCS) Search Committee
2010-2011	committee	Kauffman Working Group
2009-2012	committee	Humanities Forum
2006-2014	content instructor	Introduction to an Honors University (IHU) Program

Service to the Profession

Reviews of Scholarship

2023	article reviewer	<i>Urban Affairs Review</i>
2022	article reviewer	<i>Journal of Community Engagement and Scholarship</i>
2021	article reviewer	<i>Oral History Review</i>
2021	article reviewer	<i>Journal of Community Engagement and Scholarship</i>
2020, 2021	article reviewer	<i>Journal of Higher Education Outreach and Engagement</i>
2017	article reviewer	<i>Latino Quarterly</i>
2017	article reviewer	<i>American Quarterly</i>

2020	manuscript reviewer	University of California Press
2017	manuscript reviewer	University of Toronto Press
2013	manuscript reviewer	University of Georgia Press
2013-2016	award reviewer	Baltimore City Historical Society annual Joseph L. Arnold Prize for Outstanding Writing on Baltimore History
Letter of support writer		
2019, 2020		Whiting Foundation
2019, 2020, 2021, 2022		National Endowment of the Humanities
2019		Smithsonian Institution, National Museum of American History
Outsider Reviewer for Promotion & Tenure		
2021		Dickinson College (Full Professor)
2016		Hobart & William Smith Colleges (Associate Professor)
Association Memberships		
2012-present	member	Urban History Association
2011-2015	member	Vernacular Architecture Forum
2011-present	member	National Council for Public History
2004-2020	member	Organization of American Historians
2002-2013	member	Southern Historical Association
2001-present	member	American Studies Association
2001-2010	member	Popular Culture Association/ American Culture Association
Association Leadership		
2017-2022	co-chair	American Studies Association, Departments, Programs, and Centers Committee
Outside Committees		
2022	advisory committee	Right to the City, Sawyer Seminar, Johns Hopkins University (Andrew W. Mellon funded project)
2022	advisory board	Winston Tabb Special Collections Research Center, Johns Hopkins University

Appendix E: Assessment of Physical Facilities and Support Facilities

	Very Adequate	Adequate	Inadequate	Very Inadequate
Facility				
1. Office Space				
a. Faculty Space		Our facilities are generally adequate for our current purposes. However, it would be nice if the university had more spaces for faculty socializing or interaction.		
a. Administrative Space		Program Management Specialist has office space in the departmental suite. Weeding of files or additional storage may be needed in coming years.		
a. Graduate Student Space	N/A	N/A	N/A	N/A
1. Library				
a. Periodical Holdings			Library Resources are inadequate to our needs in only one way, namely	

			that the university no longer provides a streaming service of educational media for faculty and students.	
a. Book Holdings	UMBC's library resources are, in general, very adequate to our needs. The AMST faculty appreciates the responsiveness of the library staff in obtaining materials that the library does not own.			
a. Department-based Holdings		AMST maintains a small collection of faculty publications and other relevant books.		
1. Computing Facilities				
a. Central Computer Server(s)				
1) Hardware		Generally, we have found these resources to be adequate to our needs.		

1) Software		These are adequate resources for our needs.		
a. Department-based				
1) Hardware		Generally, we have found these resources to be adequate to our needs.		
1) Software		Faculty subscribe to software for editing videos and transcription services on a case by case basis.		
1. Other Research Facilities				
a. Laboratories	N/A	N/A	N/A	N/A
1) Space	N/A	N/A	N/A	N/A
1) Electric Power	N/A	N/A	N/A	N/A
1) Water and Sewer	N/A	N/A	N/A	N/A
1) Lighting, Heat	N/A	N/A	N/A	N/A
1) Ventilation	N/A	N/A	N/A	N/A
a. Equipment				
1) Faculty Research		The department maintains podcasting		

		equipment for faculty use.		
1) Teaching	N/A	N/A	N/A	N/A
1) Student Research		The department maintains podcasting equipment for student use.		
1. Other				
a. Conference Room Fine Arts 559		Fine Arts 559, which we share with Africana Studies, is adequate as a seminar and conference room.		
b. Lion Brothers Building (875 Hollins St, Baltimore, MD 21201)		Our department has two instructors who regularly utilize the Lion Brother's building in downtown Baltimore. These faculty members are part of a working group who are trying to improve the efficiency of scheduling in that building, its overall maintenance, and promotion to UMBC students.		

Appendix F: Department Promotional Materials



AMERICAN STUDIES AT A GLANCE

What is American Studies?

American Studies is an interdisciplinary field in which we analyze various facets of American culture with a focus on issues of place, race, ethnicity, class, gender, and food cultures.

The Department of American Studies is the leader on campus in the fields of community-engaged research and public humanities. We aim to enable our students to study various subjects using innovative methodological approaches.

In American Studies, We Offer:

- One-on-one mentoring
- A global and local focus on race, place, gender, sexuality, and social justice
- Interdisciplinary training in cultural studies analysis
- Faculty members who are committed to community engagement and social justice

Where do Our Graduates Go?

Our students have found jobs as:

- Teachers in the United States and Europe
- Filmmakers, producers, and artists
- Reporters and media watchdogs
- Nonprofit leaders
- Employees at museums and cultural institutions

Our Major

The American Studies bachelor's degree consists of 36 credits, which can be obtained in 12 classes. We double count up to 3 classes, so you can **potentially earn your BA in 9 courses.**

Our classes cover topics such as:

- Policing & Prisons in U.S. Society
- Asian American culture
- Nonviolence and American Social Movements
- Indigenous Heritage
- Ethnography in America
- Television in American Culture
- Community in American
- American Food
- American Horror Movies
- Place and Preservation





AMERICAN STUDIES & EDUCATION

American Studies Majors Make Great Teachers

Are you a student in UMBC's early childhood, elementary, or secondary education certificate program? Are you interested in transforming our educational system? Then the American Studies major may be for you!

What is American Studies?

The Department of American Studies is the leader on campus in the fields of community-engaged research and public humanities. In our program, students will develop insights into social, historical, and cultural structures in Maryland, and will discuss topics of race, gender, sexuality, and migration at a national level.

Our focus on interdisciplinary methodology equips students with the skills to become inventive teachers who care about the holistic education of their students throughout the K-12 system. We prepare future educators to teach diverse student populations in urban and rural settings.

Since UMBC's first graduating class, our department has proudly produced teachers and educational administrators working across the United States and in Europe.

Our Major

The American Studies bachelor's degree consists of 36 credits, which can potentially be **obtained in as few as eight classes.**

Our courses cover topics such as:

- Policing & Prisons in U.S. Society
- Asian American culture
- Indigenous Heritage
- Ethnography in America
- Community in America
- American Food
- Place and Preservation



amst.umbc.edu





AMERICAN STUDIES & S.T.E.M.

Are You a STEM Major Interested in the Humanities?

We believe combining studies in STEM and Humanities promotes a well-rounded education and experience. As an American Studies student, you can gain skills in critical thinking, cultural analysis, writing, and reading comprehension that will prepare you for your career. You can potentially earn an American Studies BA as a second major in **nine classes**.

What is American Studies?

American Studies is an interdisciplinary field in which we analyze various facets of American culture with a focus on issues of race, ethnicity, class, gender, and food cultures.

The Department of American Studies is the leader on campus in the fields of community-engaged research and public humanities. We aim to enable our students to study a variety of subjects using innovative methodological approaches.

Facts about Humanities and STEM:

- Students with backgrounds in the Humanities tend to score high on standardized tests such as the MCAT, GRE, and LSAT
- Medical Schools such as Harvard, Penn State, Stanford, and Yale offer courses in Medical Humanities, as it is proven to improve clinical care, promote social advocacy, and encourage professional reflection
- Stanford and MIT have integrated engineering and humanities courses
- Double Majors in STEM and Humanities tend to be competitive on the job market and earn higher wages
- Multiple CEOs in Silicon Valley such as Stewart Butterfield (Slack), Susan Wojcicki (YouTube), and Jack Ma (Alibaba), graduated with Humanities degrees



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AMERICAN STUDIES & SOCIAL WORK

Looking for a Humanities Major to Complement Your Social Work Degree?

American Studies is the ideal program for social work students interested in issues such as health care, addictions, service provision to families and children, and welfare reform. We are at the forefront of innovative and interdisciplinary research at UMBC. As a student in American Studies, you will have the opportunity to be mentored on a one-on-one level, discover internships in Baltimore, and learn about social justice issues from an interdisciplinary perspective.

Our Faculty

We pride ourselves on combining academia with community engagement and public facing work. Over the last decade, our faculty members have:

- Promoted the preservation of historic African American and immigrant housing in Baltimore
- Taught classes in the prison education system
- Actively engaged in community partnerships in Maryland
- Produced foodways films for the Library of Congress
- Acted as peace workers in Europe

Our Major

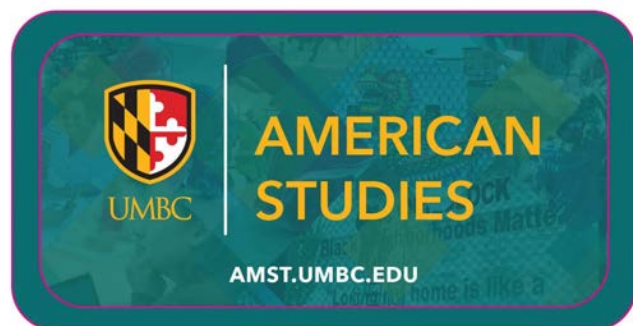
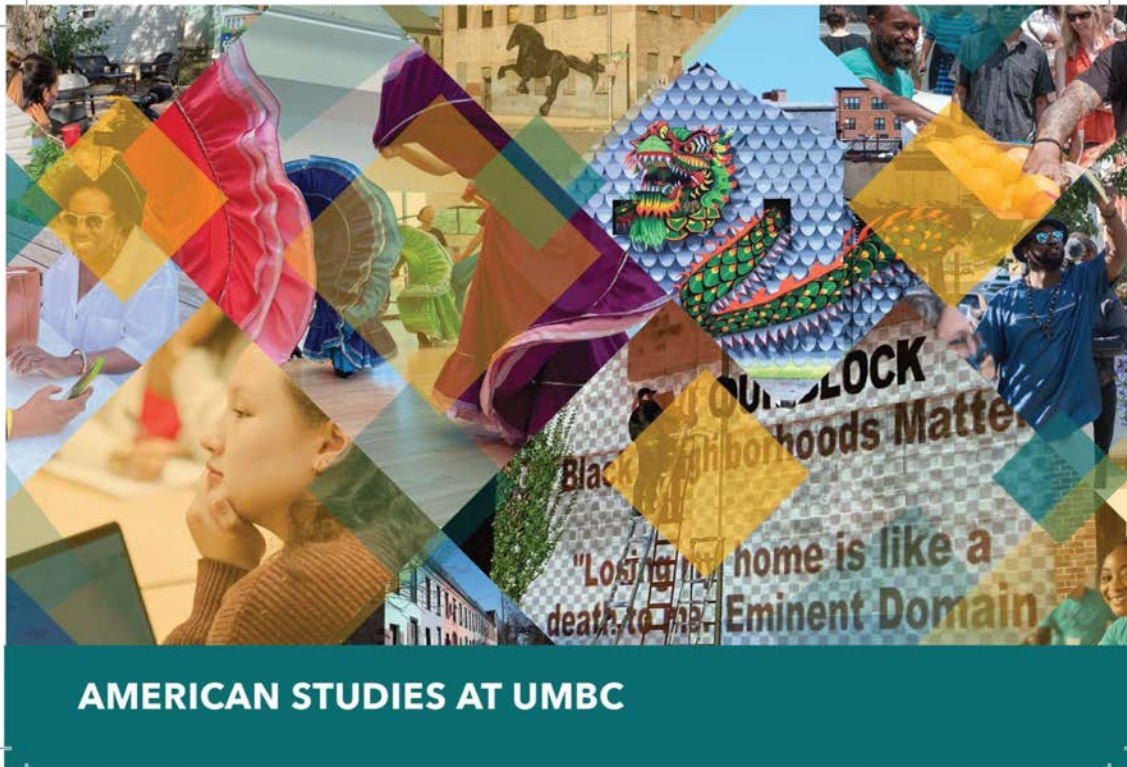
The American Studies bachelor's degree consists of 36 credits, which can potentially be **obtained in as few as nine classes**. We also offer a minor which can be completed in six classes. Our classes cover topics such as:

- Policing & Prisons in U.S. Society
- Asian American culture
- Indigenous Heritage
- Ethnography in America
- Community in America
- American Food
- Place and Preservation



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AMST Advising Guide for Faculty

[American Studies at UMBC Shared Drive](#): All full time faculty and staff have access to our shared google drive where we store all pertinent and current departmental information.

The [AMST Finding Aid](#) is updated routinely on this drive and is the primary source for collating departmental and university information for our faculty and staff.

General Information:

- All full-time faculty are expected to participate in advising.
- The most up-to-date information on our major and minor requirements can be found on our [AMST website](#), which we update regularly.
- Advising for fall semester begins in March, and advising for spring semester begins in October.
- The department's advising coordinator works with the chair to coordinate advising and communicate with faculty when registration/advising is approaching.
- The advising coordinator will update the list of advisees and match them with appropriate departmental advisors each semester.
- The program management specialist will then update and assign new students an advisor in Peoplesoft interface so that students know who their advisor is in one centralized location.
- All majors are required to meet with a faculty advisor before they register for classes.
- Faculty should review a student's degree audit during the advising appointment and submit RT tickets for any substitutions after each advising session rather than waiting until the student approaches graduation.
- The process for issuing authorizations in the advising center is as follows: click the first option "advising authorization," click on ADV, click on "release" in the pop up box, and click save.
- Advising materials can be found in the [Advising](#) folder. [Advising worksheets/templates](#) are there as well.
- The directors of Asian American Studies and Public Humanities are responsible for meeting with and supporting minors in those programs for advising. The advising coordinator will oversee advising of minors if necessary.
- Every semester all advising materials relevant to that semester, such as, an updated course flyer, Rex Report with current major/minors, list of advisees, draft course schedule, will be available in a subfolder of the [Advising](#) folder labeled for that academic year.
The general pathway is Advising/Advising Materials for Fall****/Spring****/[Relevant Semester].

After your advisee meetings, please remember to:

- Post your student's completed Advising worksheet in the appropriate subfolder of the Advising/[Student Advisee Completed Forms](#) subfolder.
- Ask students when they are planning to take the AMST 300/490 sequence.
- Record it in the [AMST 300/490/497/498 Tracking Sheet](#); record the student name and semester/year.
- Please also record any anticipated **Independent Studies (AMST 497)** and **Internships (AMST 498)** in that same sheet and be sure to clear them with the advising coordinator and the department chair via email.

- Please also make sure that each advisee has completed the [AMST Major questionnaire](#) as part of your advising meeting.
- If students need AMST 300 in the spring semester or AMST 490 in the fall semester they should find an instructor in the department who will guide them through the course as a single-person section of AMST 300 or AMST 490, created as permission only.

American Studies Major & Minor (students)

Advising Basics: When you declare the major, you may choose a faculty member as your advisor (perhaps someone you have already had for a course or whose area of expertise relates to your interests). If you did not select your own advisor, the department will assign one to you. If you are not certain who your advisor is, you may call the department office at (410) 455-2106 or email Morgan Dowty morgando@umbc.edu.

Each semester during registration you must meet with your advisor to review your program, plan your courses, and check your progress toward fulfilling major and university requirements. At this time, the AMST advising form should be updated and signed by your advisor.

Since each AMST major has a unique program, it is essential that this review occurs. You may, of course, request a meeting with your advisor for this purpose at any time. You will not be able to register for classes until you have met with your advisor and he or she has cleared you for registration. Make sure to make an advising appointment at the beginning of the advising period. American Studies classes are in high demand and often fill up quickly.

Note to Seniors: Be sure that you have met with your advisor to review all graduation requirements before you register for your final semester. We can certify you for graduation in your major only if we have an updated and approved Major Program advising form in your file. It is your responsibility to apply for graduation, more [info here](#).

AMST advising for the fall semester will begin in March, and advising for spring semester begins in October. All majors are required to meet with an academic advisor before registering for classes.

To determine your appointed registration date/time (which is based on the number of completed credits you have), please refer to the [registrar's website](#) or MyUMBC. Please schedule an advising appointment that is before but close to your registration date/time.

Do you want to be well prepared for advising? Go the extra mile and review your [Degree Audit](#)!

If you have any general advising questions, please contact our advising coordinator Nicole King nking@umbc.edu or (410) 455-2106.

Major Course Requirements:

The American Studies **major** leading to a bachelor's degree consists of **36 credits**: 15 credits of American Studies core courses, 18 credits of coursework distributed across 3 Core Themes, and 3 credits of applied experience (internship, student teaching, service learning, applied research). A **minor** program is available for students majoring in other fields who wish to complete a concentration in American Studies. All courses applicable to the major or minor, excluding the applied experience, must carry a grade of C or above.

For a complete list of American Studies course descriptions, please consult the [university catalog](#). GEP designations: Arts and Humanities [AH], Culture [C], Social Science [SS], and Writing Intensive [WI] are listed included in the course list below.

American Studies Foundational Core (15 credits). The American Studies Foundational Core provides a foundation in the key research and writing practices of the discipline. Two lower-level courses introduce students to fundamental American Studies concepts. Students build knowledge and engage in professional writing and research practices in an upper-level gateway course, two advanced seminars, and a capstone research seminar.

- AMST 100 Introduction to American Studies [AH]
- AMST 200 What is an American? [AH or C]
- AMST 300 Approaches in American Studies [WI]
- AMST 400-level Seminar
- AMST 490 Senior Seminar [WI]

Core Themes (Six upper-level courses, two in each of the core themes listed below, for a total of 18 credits). One 200-level course may be applied to the core themes. We suggest that one course in the core themes should be a 400-level seminar. Students select two courses exploring each theme from the following lists. A maximum of 9 credits from related disciplines may be applied to the Core Themes with the approval of the department. A maximum of 6 credits in independent study may be counted toward the major.

Core Themes A—U.S. Social Structures: American Regions, Institutions, and Communities. Courses in this category focus on particular institutional structures and practices that shape and are shaped by the experiences of individuals and social groups in American society.

- AMST 210 Introduction to Gay and Lesbian Studies [SS]
- AMST 310 Gender and Inequality in U.S. Society [AH]
- AMST 317 Nonviolence and American Social Movements [SS]
- AMST 320 Television in American Culture [AH]
- AMST 321 Radio in American Culture [AH]
- AMST 326 On the Move: Public Transportation in Baltimore
- AMST 327 Sports and Media
- AMST 350 Critical Decades
- AMST 356 Special topics in U.S. Social Structures
- AMST 380 Community in America [AH]
- AMST 382 Perspectives on the Family [AH]
- AMST 384 Perspectives on Childhood [SS]
- AMST 388 American Environments [AH]

- AMST 410 Seminar U.S. Social Structures
- AMST 422 Preserving Places, Making Spaces in Baltimore
- AMST 424 Theories of Space and Place
- AMST 480 Community Research Seminar

Core Themes B—Global America: The U.S. in the World, The World in the United States.

Courses in this category explore the relationships of America with other countries and cultures, including globalization, migrations, immigration, diasporic experiences in America, and transnational cultures.

- AMST 324 The Road Movie in America and Abroad
- AMST 345 Indigenous Heritage: Issues of Representation and Ownership [AH or C]
- AMST 352 American Culture in Global Perspective [AH or C]
- AMST 357 Special Topics in Global America
- AMST 372 American Food
- AMST 375 Studies in Asian American Culture [AH or C]
- AMST 403 Ethnography in America
- AMST 420 Seminar in Global America

Core Themes C—American Signs: United States Literary, Visual, and Material Culture. Courses in this category provide interdisciplinary analysis of oral, written, visual, and material representations of American life and culture and the historical and social contexts in which they are produced and consumed.

- AMST 230 The Arts in America [AH]
- AMST 322 American Culture in Film [AH]
- AMST 323 Baltimore in Film
- AMST 325 Popular Culture [AH]
- AMST 344 Made in America: Material Culture in the United States
- AMST 358 Special Topics in American Signs
- AMST 365 Asian American Fictions [AH or C]
- AMST 374 Things to Come: Perspectives on the Future [AH]
- AMST 376 The American Dream [AH]
- AMST 385 Teachers in American Culture
- AMST 391 Studies in American Culture
- AMST 395 American Music and Culture [C or SS]
- AMST 430 Seminar in American Signs
- AMST 464 Immigration Nation: Examining Narratives of Immigration to the U.S.

Applied Experience (3 credits: P/F or Regular Credit) includes internships (AMST 498: Internship), service learning, undergraduate research, student teacher praxis, and AMST courses designed as applied research. AMST 205, 380, 480, 403, and 422 may be counted toward the applied experience requirement. Students in dual programs may fulfill this requirement by taking an approved applied experience course in the second department. Please discuss with your advisor/

Minors: We offer a minor in [AMST](#), [Asian American Studies](#), and host the CAHSS [minor in public humanities](#) (new in fall 2019).

Appendix H: Student Research

Tamara Bhalla

URCAD: 7

URCAD Projects:

- Megumi Fukuzawa, UMBC Undergraduate Research and Creative Achievement, 2022-2023, Advisor “Expressing Big Feelings and Challenging Maternal Blame: The Asian American Mother-Daughter Trope Reimagined”
- Cassie Davis, UMBC Review Publication, “[Implications of Rhetoric: A Newspaper Analysis of Immigration Policy](#)” and Recipient of 2020 Phi Kappa Phi Chapter 22 UM-UMBC Undergraduate Research Award winner, Advisor, Spring 2021
- Alexandra Rodriguez, UMBC Review Publication, “[‘Old Town Road’ and the Racial Politics of Country Music](#)”, Advisor, Spring 2021
- Matthew Poissant, Departmental honors thesis, “Deceptive Innovation,” Fall 2014, Advisor
- Shannon Mitchell, Departmental honors thesis “Geographically Skewed News: A Trayvon Martin Case Study,” Fall 2014, Advisor
- Dora Korewa, “The Mafioso and the Guido: a New Dichotomy in Italian-American Stereotype,” Spring 2011 URCAD Presentation Advisor
- JoAnna Gavigan, “Their Mom-and-Pop-Shop: The Use of Ethnic Stores in Immigrant Communities,” Spring 2010, Advisor

URA Grant: 1

Graduate Student Projects:

- Sonya Squires-Caesar Money Tales: Tangled Financial Socialization of US Immigrants’ Use of Rotating Savings and Credit Associations

Michael Casiano

URA Grants: 1

Jordann Allen, “Mayor Eric Adams Subway Sweeps: Criminalization of the Homeless in New York City,” URA, 2023-2024

Graduate Student Projects: (3 Doctoral, 1 MA = 4 total)

Ph.D. Students

- Charlotte Keniston, “Introducing Collaborative Visual Storytelling: Co-Producing Theory and Knowledge with Black Yield Institute,” Ph.D., LLC, 2022-present, committee member.

- Elaine MacDougall, Untitled Project, Ph.D., LLC, 2022-present, comps reader.
- Siobhan Quinn, "Singing America's Iliad: A Study of Cultural Identity and Belonging through Public Events of Germania Hall, Troy, NY, 1889-1918," Ph.D., LLC, 2022, committee member.

M.A. Graduate Students

- Samantha Rogers, "Reformation or Retribution: Daily Life and the Landscape of Two Maryland Industrial Schools for Girls, 1916-1989," M.A. Historical Studies, 2022, committee member.

Sarah Fouts

URCAD: 6

URCAD Projects:

- Evelyn Yuen. Asian-American Foodways in Baltimore, URCAD, 2023, Co-Mentor.
- Avnee Sharma, "Covid Impacts on Teachers," URCAD, 2022, Co-Mentor.
- Cameron Rybacki, "Voter Suppression in America: How Voices Are Kept Quiet," URCAD, 2021, Mentor.
- Peter Kostriken, "Paying to Play, Playing to Live: A Digital Ethnography of Transnational Goldfarming Between the US and Venezuela" (Undergraduate Research Award, URA (\$1,000) and URCAD), 2019-2020, Mentor.
- Cassie Davis, "Anti-immigrant Sentiment in American Newspaper Rhetoric" (URCAD, The UMBC Review: Journal of Undergraduate Research), 2019-2020, (Received 2020 Phi Kappa Phi Chapter 22 UM-UMBC Undergraduate Research Award), Advisor and Co-Mentor.
- Alex Rodriguez, "Old Town Road' and the Racial Politics of Country Music," (The UMBC Review: Journal of Undergraduate Research). Co-Mentor.

URA Grant: 1

- Peter Kostriken, "Paying to Play, Playing to Live: A Digital Ethnography of Transnational Goldfarming Between the US and Venezuela" (Undergraduate Research Award, URA (\$1,000) and URCAD), 2019-2020, Mentor.

UMBC Review: 1

- Alex Rodriguez, “Old Town Road’ and the Racial Politics of Country Music,” (The UMBC Review: Journal of Undergraduate Research). Co-Mentor.

Graduate Student Projects (2 PhD and 5 MA):

Doctoral:

- Charlotte Keniston, Dissertation Co-Chair, Language, Literacy, and Culture, UMBC, 2021-
- Shenita Denson, Dissertation Committee Member, “Retrospective Storytelling, Meaning Making, and Generativity: Black Intergenerational Stories about Love.” Language, Literacy, and Culture, UMBC, 2021-2022

M.A. Theses:

- Viridiana Colosio-Martinez, Thesis Committee Member, “Essential Resilience: The Latinx Experience in Baltimore,” MLLI, UMBC 2023-
- Emma Jarvis, Thesis Committee Member, “Building Community Wealth: An Ethnographic Study on Urban Farming Partnerships.” MLLI, UMBC, 2023
- Hannah Balik, Thesis Committee Member, ““There Seemed to Be Many Jews There”: Eating, Public Space, and Identity in Jewish Baltimore; 1900 – 1930.” Public History, UMBC, 2021-2022
- Natalia Figueredo, Thesis Committee Member, “Baltimore City’s Participation in the Zero Waste Movement: Who knows what about it and who has access to it?” ICARE GES, UMBC 2022-2023

External Graduate Advisee:

- Bill Jessee, Advisor Mentor, School of Medicine and Global Health Research, University of Kentucky, 2019-2021

Undergraduate Research (Outside Major and PubHum Minor)

- Luke O’Neill, Intersection between Diet and Cultural Upbringing in College Athletes, 2022-, INDS, Mentor.
- Emily Chetlat, Capstone Project with Black Yield Institute, 2020-2021, INDS, Mentor.

Nicole King

URCAD: 12

NOTE: Also, AMST Alumnus Trevor J. Blank ('05 American Studies) was the featured speaker [AMST Alum Prof. Trevor J. Blank is this year's URCAD Speaker](#), April 22, 2015.

URCAD Projects:

- Lexi Tyson (VARTS), "Community-based Design: Poppleton Now," URA/URCAD, 2024
- Emily Chetelat, "Building Movements of Resistance in Baltimore City," Capstone thesis and zine, INDS 2020
- DeAndre Bright, "Baltimore Traces: A Walk Down West Baltimore Street," American Studies, URCAD mentor, 2019
- Lydia Coley, "Environmental Racism and Food in Cherry Hill, American Studies URCAD mentor, 2019
- Kelly Wan (GLST), "Baltimore's Chinatown: Preserving Memory and a Conflicted Community," Asian American Studies URCAD/Honors mentor/UMBC Review Publication, 2017-2018
- Allison Feeney, "Here We Go Again: Comparison of Prejudice Against Irish Catholics and Muslims," American Studies URCAD/Honors mentor, 2017
- Nathaniel Croll, "From Oral Tradition to Cinema: An Examination of the Adaptation of Indigenous American Culture in Film," American Studies URCAD mentor, 2017
- Jennie Williams, Katie Hern, Thomas Myers, Hayley Nelson, Lacey Wilson and Collin Wojciechowski, "Mapping Baybrook: From Main Street to the Harbor," Chesapeake American Studies Association annual meeting, University of Maryland, College Park, April 2013 and URCAD 2014.
- Vicki Greisman, "Quilts for Soldiers: Material Culture and Patriotism," American Studies honors capstone/URCAD, 2013
- Jordan Dubbs, "The American Road Trip: Race and Masculinity in 20th Century Road Narratives," American Studies honors capstone/URCAD, 2012
- Katie Dix, "The Humane Metropolis: Using Environmental Initiatives to Benefit Urban Neighborhoods," American Studies honors capstone/URCAD, 2010, chair

- Samantha MacGarity, "Analyzing the Maryland Renaissance Festival," American Studies honors capstone/URCAD, 2009, chair
- Alison Gottschalk, "Gender and Comics: Exploring Spiderwoman," American Studies honors capstone/URCAD, 2008, chair
- Carly Fitzpatrick, "Marketing and Society: Why New Coke Failed," Interdisciplinary Studies capstone, 2007, committee member

URA Grants: 2

- Lexi Tyson, "Community-based Design: Poppleton Now," URA, 2023-2024.
- Adam Droneburg, "Baltimore Traces," URA, 2014-2015.

Graduate Student Projects: (8 doctoral, 2 MFA, 3 MA = 13 total)

Ph.D. Students:

- Forrest Caskey, "Who Is Dorothy? Baltimore Drag Queens Establishing Space and Place for Queer Culture," co-chair, LLC, ongoing 2021 - present
- Vinny Cannizzaro, "Local Government Decision Making," Public Policy, (Defense: October 31, 2022)
- Shenita Denson, "Retrospective Storytelling, Meaning-Making, and Generativity: Black Intergenerational Stories About Love," LLC, committee member, ongoing (Defense: August 16, 2022)
- Siobhan Quinn, "Ethnic Identity Discourses in the Public Sphere: A Micro History of The German Community and Germania Hall in Troy N.Y. in Three Vignettes," LLC, committee member, ongoing (Defense: July 13, 2023)
- Sonya Squires-Caesar, "Money Tales: Tangled Financial Socialization of US Immigrants' Use of Rotating Savings and Credit Associations," LLC, committee member, ongoing (proposal defense: June 15, 2021)
- Diane Kuthy, "Historic coverings: Interrogating the visual and material culture of whiteness in the United States through quilt-making and visual art education curricula," co-chair, LLC, 2019
- Andy Devos, "A History of Interracial Sexuality in U.S. Films since 1956-2001," committee member, LLC, 2015

- Yonghun Lee, "Contested City: Hub City of Asian Culture Project, Gwangju, Korea," committee member, LLC, 2010

M.F.A. Students

- Paul Adam Droneburg, "Post Us," M.F.A. Program in Intermedia + Digital Arts, 2022.
- Nicole Josephine Ringel, "Remnants, Remainders, Ghosts, and Continuities: Walking a Shimmering Landscape," M.F.A. Program in Intermedia + Digital Arts, 2019.

M.A. Students

- Zachary Ryan Peterson, "The Group is a 'Fraternal Order' and Not a Labor Union": The 1974 Baltimore Police Strike and the Conservative Turn in Police Labor Union Organizing, committee member, History, defense July 12, 2022
- Kevin Muhitch, "We are the first to unabashedly go out and ask for a prison": Deindustrialization and the Politics of Prison Siting in Maryland, 1975-1996, committee member, History, 2020
- Michael Stone, "Understanding the Uprising," committee member, Public History, 2016

Kathy Bryan

URCAD: 12

URCAD Projects:

- RICHARD D. ELLIOTT, It's Just a Jump to the Right: The Tea Party's Influence on Conservative Discourse, URCAD/UMBC Review, 2016-2017
- Matt Poissant, departmental honors/URCAD 2014-2015, mentor
- Shannon Mitchell, departmental honors/URCAD 2014-2015, mentor
- Josh Massey, Interdisciplinary Studies, 2014, member
- Nicole De Leon, departmental honors/URCAD 2013-2014, mentor
- Hannah Hollamon, departmental honors/URCAD 2013-2014, mentor
- Dustin Roddy, departmental honors/URCAD 2013-2014, mentor
- Matthanias Louis, Interdisciplinary Studies, 2013, member
- Mallory Brooks, departmental honors/URCAD 2012-2013, mentor
- Glen Carpenter, departmental honors/URCAD 2012-2013, mentor
- Hillary Lennox, departmental honors/URCAD 2011-2012, mentor
- Ngeri Nnachi, departmental honors/URCAD 2010-2011, mentor
- Susan Kane, departmental honors/URCAD, 2008-2009, mentor

- Zaheed Adetoro, Interdisciplinary Studies, 2008-2009, member
- Elise Pohl, departmental honors, 2007-2008
- Meghan Neumer, departmental honors, 2007-2008
- Maddy Fickes, departmental honors/URCAD 2006-2007, mentor

Graduate Student Research:

Ph.D Students

- Donna Neutze, Ph.D 2007 (member of committee)
- Paula Webber, Ph.D 2008 (member of committee)

M.A. Students

- Chanan Delivuk, 2015 (member of committee)

Ashley Minner

URCAD: 1

URCAD Project:

- Dawn Baskin, "Stories Of Adult Music Learners," URCAD 2021



Minor Student Research

UMBC
Since 2019



Minor Student Research

6 minors graduated

4 URCAD presentations

Dawn Baskin 2021

“Stories of Adult Music Learners: Never Too Late to Start (Or Start Again)”

URCAD: Voice Thread

Method:

Website and Podcasting Project

<https://www.adultmusiclearners.com/>

Advisors: Ashley Minner



Brandon Delivuk 2021

“Lavender in the Limelight: An Examination of Homosexual Depictions in Film”

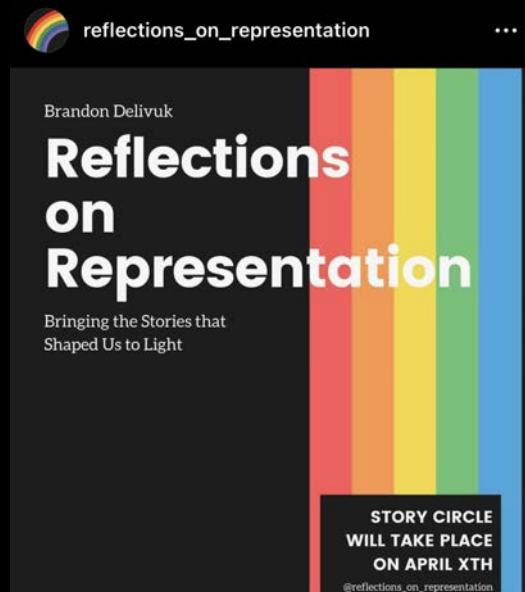
Reflections on Representation

Method:

Story Circle with LGBTQ+ Group at UMBC

+ Social Media (Instagram Page:
@reflections_on_representation)

Advisors: Ashley Minner and Sarah Fouts



Kayla Brooks 2022

“Decolonizing Natal Care on Black Birth Work”

URCAD 2021

Voice Thread

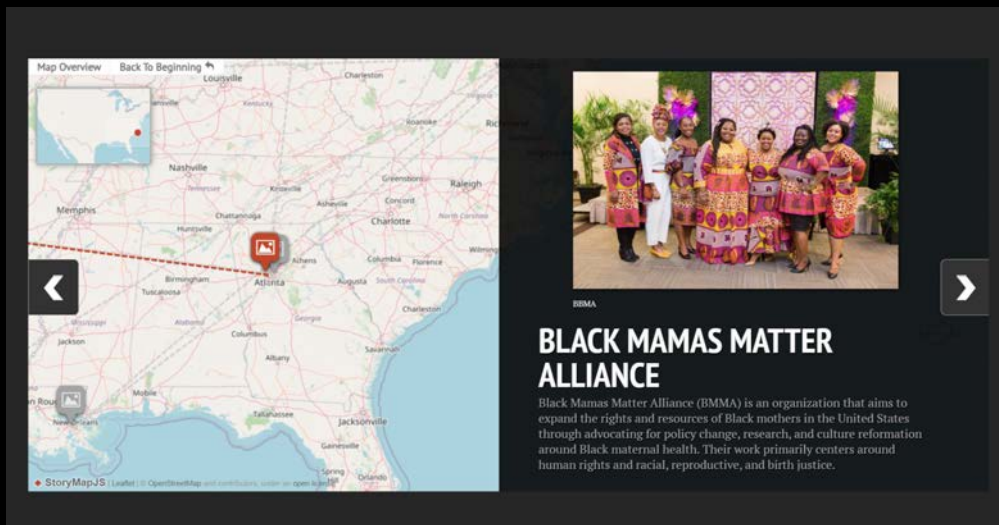
Method:

Ethnographic

Mapping

Advisors: Bambi Chapin, Ashley Minner, and Ngeri Nachi-Azuawah

Working on Masters in Public History at UMBC



Kayla Solley, 2023

“Reaching for Resources: Improving the Experience of Spanish Speaking Students”

Method: [Podcast](#) and Interviews

Advisors: Michael Casiano
and Nicole King

Currently:
Masters in Education at UMBC



Avnee Sharma 2023

“COVID-19’s Effects on Elementary School Teaching”

URCAD 2022

Method:

Interview, Story Circle, Textual Analysis

Advisors:

Sarah Fouts and Bambi Chapin

Currently:

Intern at Library of Congress

Museum Educator at Prince Georges County Parks and Recreation



Evelyn Yuen 2023

“Mapping 100+ Years Of Baltimore's Asian Restaurant History”

URCAD 2023

Method:

Historical Archives, City Directories,
GIS Mapping, Interviews, and Data Analysis

Advisors:

Nicole King and Sarah Fouts

Currently:

Baltimore Bureau of Budgets



Potential Major/Minor Pathways
Prepared by Dr. Andrew DeVos

Let's begin with a breakdown of the numerical frequency of elective overlaps for each program pairing. In other words, this chart puts the relevant data from the "Elective Overlaps & Proposed Crosslistings" spreadsheet into raw numbers demonstrating exactly how many electives overlap across the various degree programs:

	AMST	AMST PUBH	GWST	AFST	ASIA	GLBL	ANCS
AMST			2	0	2	4	0
AMST PUBH			5	1	3	6	0
GWST	2	5		5	2	11	1
AFST	0	1	5		0	12	0
ASIA	2	3	2	0		3	0
GLBL	4	6	11	12	3		0
ANCS	0	0	1	0	0	0	

The following section includes 6 tables, 1 for each department/program, showing possible pathways for degree combinations. The *Current Pathways* column identifies one or more proposed pathways (concentrations or areas of focus) based on each department's overlaps in terms of degree requirements and electives.

The *Potential Pathways* column represents our collective efforts to "think big" and imagine an ideal future where our programs could collaborate without the burdens of current constraints. In other words, it is presupposing the following:

1. The committee has reviewed and accepted some or all of the suggestions for possible curricular redundancies and the proposed crosslistings explored in the "Course Overlaps & Proposed Crosslistings" spreadsheet.
2. The departments/programs who are currently hiring and expanding elective options have done so.
3. Past electives that have not been offered in several years again enter regular rotation.

Both the current & potential pathways below are *suggestions* based on the committee's planning/brainstorming plus some of my own ideas gleaned from a deep dive into your curricula. As such, the committee should feel free to add or delete pathways as you begin to meet and discuss this fall.

* Currently, Global Studies only offers a major degree. However, since part of this project was to consider possible futures, I invented a hypothetical GBL minor/cert for the purposes of this report.

GWST Major+

Degree	Current Pathways	Potential Pathways
AFST minor/cert	Black Women's History	Gender in the African Diaspora
AMST minor	Gender in America	Gender & Social Change American Perspectives on Critical Sexuality
AMST PUBH	Gender & Place in American Society	Preserving Women's History
ANCS minor	None	Women in the Ancient World
ASIA minor/cert	None	Asian Women in Global Perspective
GLBL minor/cert *	Global Gender & Sexuality	Global Feminisms Gender in the Arab & Muslim World

AMST Major+

Degree	Current Pathways	Future/Potential Pathways
AFST minor/cert	None	African American Culture & History Social Justice & Community Change
ANCS minor	None	None

ASIA minor/cert	Already exists	
GLBL* minor/cert	Global America	American Global Diasporas Global Food Justice
GWST minor/cert	Gender in America	Gender & Social Change American Perspectives on Critical Sexuality

AFST Major+

Degree	Current Pathways	Future/Potential Pathways
AMST minor	None	African American Culture & History Social Justice & Community Change
AMST PUBH minor	None	Preserving African American History
ANCS minor	None	Ancient Africa
ASIA minor/cert	None	Comparative Asian & African Studies
GLBL* minor/cert	Global Africa	African Diasporas African History
GWST minor/cert	Black Women's History	Gender in the African Diaspora

ASIA Major+

Degree	Current Pathways	Future/Potential Pathways
AMST minor	Already exists	
AMST PUBH minor	None	Preserving Asian American History
ANCS minor	None	Ancient Asia
AFST minor/cert	None	Comparative Asian & African Studies
GLBL* minor/cert	Global Asia	Asian Diasporas Asian History
GWST minor/cert	None	Asian Women in Global Perspective

GLBL Major+

Degree	Current Pathways	Future/Potential Pathways
AMST minor	Global America	American Global Diasporas Global Food Justice
AMST PUBH minor	None	Preserving Global History
ANCS minor	None	Global Archaeology Globalization: Ancient & Modern Perspectives
AFST minor/cert	Global Africa	African Diasporas African History
ASIA minor/cert	Global Asia	Asian Diasporas Asian History
GWST minor/cert	Global Gender & Sexuality	Global Feminisms Gender in the Arab & Muslim World

ANCS Major+

Degree	Current Pathways	Future/Potential Pathways
AFST minor/cert	None	Ancient Africa
AMST minor	None	None
AMST PUBH minor	None	None
ASIA minor/cert	None	Ancient Asia
GLBL* minor/cert	None	Archaeology Globalization: Ancient & Modern Perspectives
GWST minor/cert	None	Women in the Ancient World

UMBC American Studies Alumni Interest Form

* Indicates required question

1. Email *

2. Would you like to keep in touch with UMBC American Studies? *

Mark only one oval.

☐ Yes

☐ No

☐ Other:

3. May we contact you directly via email when we need alumni participation for on campus events and programming? *

Mark only one oval.

☐ Yes

☐ No

4. First and Last Name *

5. Preferred Email Address

6. Where would you like to learn about UMBC American Studies happenings? *

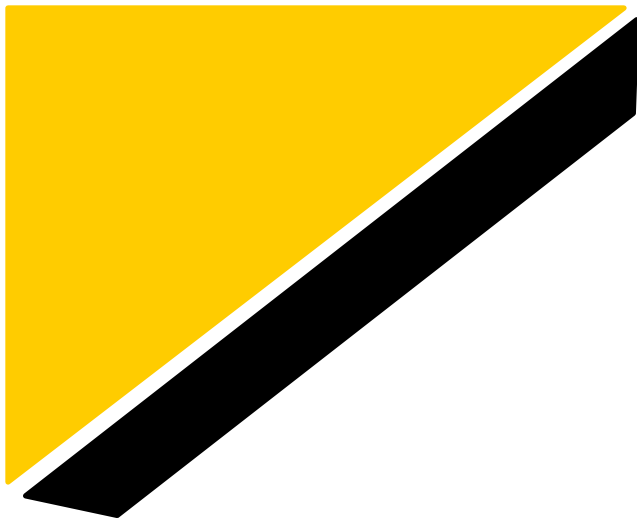
Check all that apply.

- ☐ MyUMBC - American Studies Group
- ☐ Instagram @americanstudiesumbc
- ☐ Facebook Page (<https://www.facebook.com/UMBC.AMST>)
- ☐ Other: _____

7. What events or programs would you most like to be a part of as an American Studies alumni?

This content is neither created nor endorsed by Google.

Google Forms



**Strengthening UMBC's Public Humanities:
The Baltimore Field School
Pilot Program
Evaluation Report (Final)**

November 1, 2021

Submitted to:

The Andrew W. Mellon Foundation

Orser Center for the Study of Place, Community, and Culture in American Studies, UMBC

Dresher Center for the Humanities, UMBC

Tahira Mahdi, Ph.D., Project Evaluator

tahiramahdi@umbc.edu

Mahdi, T. C. (2021). *Baltimore Field School Pilot Evaluation Report (Final)*. University of Maryland, Baltimore County.

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Executive Summary

Baltimore Field School, a humanities-based training intensive, will create a framework for faculty and graduate students to collaborate with community organizations in developing methods for ethical research and teaching projects focused on public humanities in Baltimore. The project is supported by a grant from The Andrew W. Mellon Foundation.

The guiding vision: Ethical principles for humanities research in Baltimore will emerge through collaborative work in the field with our local partners and honest discussions about humanities methods.

-www.BaltimoreFieldSchool.org

Purpose. This report details the process evaluation of the Baltimore Field School Pilot after completion of the program's scheduled activities. A strong qualitative application is utilized to: 1) describe the experiences of participants and leadership; 2) determine whether initially stated goals were achieved; and 3) make recommendations regarding the sustainability and further effectiveness of the project. This report follows the *Baltimore Field School Pilot Pre-Evaluation Report* (Mahdi, 2021), which utilized interviews with project leadership to detail community partners' stated objectives and goals, promote transparency in the project processes, and provide valuable information for project participants and other stakeholders.

Initial goals. The Baltimore Field School was created and funded to:

- 1) understand core challenges facing neighborhoods in South and Southwest Baltimore from a variety of humanities-centered methods;
- 2) cultivate a national model of effective, ethical humanities research, teaching, and learning on Baltimore and cities like it;
- 3) expand UMBC's infrastructure of engagement for public humanities research and teaching based in Baltimore.

These goals of understanding, cultivation, and expansion were achieved.

The Baltimore Field School Pilot Program.

Participants. Baltimore Field School Fellows were 14 graduate students and early tenure track professors from UMBC.

Activities. During the week of June 21st through 25th, Fellows participated in an intensive Summer Institute in which they were to develop or hone a new course or research project. The COVID-19 global pandemic necessitated an emergency shift from in-person activities to digital/virtual meeting arrangements. Summer Institute activities included:

- attending panels of community leaders involving various topics related to Baltimore
- readings and videos related to ethical public humanities practices
- development of a “manifesto,” an individually crafted research statement on methods and ethics

Participants, Project Leaders, Panelists, and other stakeholders also gathered for:

- Reconvening (virtual and in-person hybrid) on August 27, 2021
- Fall Social on October 15, 2021 at the Conkling Street Garden

Evaluation Method. The evaluation comprises qualitative and quantitative data from several assessments:

- Debrief with project leaders and participants on the last day of the Summer Institute (electronic/web-based)
- Summer Institute Evaluation Survey (via Google Forms)
- Four focus groups conducted with 13 of 14 program participants (Fellows)
- Individual interviews with community partner leaders Curtis Eaddy and Eric Jackson
- Focus group conducted with UMBC project leaders Nicole King, Kimberly Moffitt, and Imani Spence

Summary of Conclusions.

Overall challenges due to uncontrollable forces. The COVID-19 pandemic affected the implementation of the Baltimore Field School as intended. It negatively impacted expected outcomes because of the limited opportunity for in-person and “field” experiences. Moreover, both community partners were fighting community displacement by Baltimore City agencies during their participation with the Field School. Finally, institutional bureaucracy affected leaders’ intentions to share power equitably.

Effective internal community building. Baltimore Field School is an excellent way to build community among UMBC professors and graduate students who intend to work with communities in their research and learning.

Community partner support. Community partner leaders confirmed the importance of sustaining the Baltimore Field School and their willingness to continue their participation.

Exposure to a wider array of ways to think about ethics. Participants gained confidence in their research and teaching methods and examined the ways in which institutional guidelines and traditions act as barriers to ethical practices.

More clarity and shared power needed in program planning. Qualitative data indicate that some participants and program leaders had specific expectations that were not met. This implies the necessity of 1) more clarity in program objectives and 2) Community Partners' involvement in planning from the outset.

The challenge of developing an adequate program timeline. The current Baltimore Field School structure as a week-long "intensive" (originally planned for two weeks) for participants to learn from community partners while developing a course or research project. This is relevant to academic and university/institutional timelines given teaching, research, and other professional duties. However, this structure is incongruent with the tangible needs of community partners, scholars' aspirations for deeper relationship building with community partners, and the university's goal of "broadening the existing infrastructure of engagement for public humanities research and teaching."

Summary of Findings.

Quantitative Results.

On the Summer Institute Survey, all 14 Fellows endorsed "Agree" or "Strongly Agree" that:

- They had an **overall positive experience** with the Baltimore Field School Summer Institute.
- They will **change the way they approach** at least one aspect of their research or teaching as a result of their participation.
- The Baltimore Field School **met their expectations**.
- The Baltimore Field School facilitated their abilities to **establish new relationships and connections for their public humanities work** in Baltimore.

Thirteen out of 14 Fellows endorsed "Agree" or "Strongly Agree" that:

- Their **knowledge about ethical humanities research increased** as a result of their participation.
- They feel **confident** in their ability to implement things they learned **to establish ethical methods for their public humanities work**.
- Their participation **increased their capacity to accomplish their public humanities teaching and/or research goals**.

Qualitative Results.

Fellows reported the following program strengths and benefits:

- **Community building** with UMBC colleagues doing similar work
- **Learning more about** “the real” or “the true” **Baltimore**
- **Exposure to a wider array of ways to think about ethics**
- **Absence of hierarchical roles** among graduate students and professors
- **Increased: confidence** in teaching, **commitment** to collaboration, **interest** in utilizing UMBC resources, **perspective** into career options, **consideration** of how to reach out to communities.
- **New insights** regarding mutual benefit between university and community, ego checking, relationship building, “slow scholarship,” deep listening, and ongoing consent

“It’s sort of upped my ambition a little bit in terms of the public humanities aspect of all of my courses, which is something I cared about previously, but I felt like after this intensive, I feel a little bit more competent to try more complicated public humanities practices in my classes.” – Baltimore Field School Fellow

Fellows’ feedback indicated that they wanted more of the following from the Summer Institute experience:

- time to debrief after panels and/or more interactive panels
- more intentional inclusion of staff and students in discussion topics
- discussions about real and hypothetical ethical dilemmas
- time to learning about one another’s work
- in-depth “how-to” discussions pertaining to the logistics of planning community-engaged teaching and research.
- more time to address the barriers in “aligning the demands of the university with doing ethical research.”
- more diverse representation in panels (e.g., children and youth; immigrant)
- a group “manifesto” (research statement regarding ethics)

Program Leaders' Perspectives

Qualitative results indicate that two of the goals documented in the *Baltimore Field School Pre-Evaluation Report* were met or partially met.

- Embrace historical reconciliation specifically regarding Black/majority-Black communities and neighborhoods and harms imposed upon them by Baltimore and Maryland institutional practices and government policies.
- Ensure that this project is “mutually beneficial.”

More work is needed to accomplish the other goals:

- Actualization of true “service” to community needs and inclusion of neighborhood residents for participation in and to benefit from this project.
- Create a new culture of shared power in university-community partnerships.

“I still believe in what the project was doing and attempted to do. I would participate in future iterations. And I would really affirm that this is something I think needs to happen.” – Eric Jackson, BYI

“Once the feedback came back from just the attendees and it was so well received. It's like, man, we should be doing this all the time... So, if we can...scale that up and, you know, expand the service, make it more frequent...” – Curtis Eaddy II, SWP

Program Successes

- Continued **building of internal [campus] community** of like-minded scholars
- **Community Partners confirmed their continued participation in future iterations of Baltimore Field School.**
- The Summer Institute **exceeded project leaders' expectations** for the emergency virtual/electronic Baltimore Field School format.
- Three out of five project leaders described **enhanced personal or professional goals.**

Lessons Learned

- **Ensure mutual benefit and shared power by including community partners in initial planning and budget development.**
- Take time to visit other field schools (an initial plan obstructed by the pandemic).

Community Partners' Suggestions for Improvement

- **Share and expand access to UMBC's campus, resources, and the capabilities of students and personnel who are not Field School participants.**
- **Make the Baltimore Field School a longer process to truly deepen its impact among Fellows and in communities.**

- **In order to more intentionally serve community needs, choose Fellows who want to and are able to work on community partners' current projects.**

Summary of Recommendations.

Ensure clarity between Community Partners and Fellows regarding their roles and expected mutual benefits.

Community partner leaders expected Fellows to be of direct assistance with their current initiatives and Fellows were expecting more how-to instruction regarding the logistics of working with communities. Neither expectation was met, signaling that there were varying understandings among stakeholders of how the Baltimore Field School intended to achieve its goals.

Plan for Fellows to truly serve the needs of Community Partners as they embark on this deeper and broader understanding of ethics.

Community Partner Leader Eric Jackson suggested a process of matchmaking between Fellows and community partners. Given Fellows' expectations of more how-to instructions, matching them with Community Partners already in the Baltimore Field School network (built by Nicole King) will facilitate the accomplishment of Partners' and Fellows' expectations that were not met in the pilot.

"The university is a resource in itself...I think just having other departments or students of the university that can assist and provide either services, skill sets, or equipment." – Curtis Eaddy II, SWP

"There has to be, from my perspective, an undoing process and a 'doing anew' process. And I think that the way that Baltimore Field School is designed right now is the 'doing anew' and not really enough time in undoing... There is some social emotional stuff that's gotta happen in order for it to stick." – Eric Jackson, BYI

Extend and decelerate the timeline for Baltimore Field School and its processes. In light of new insights gained by Fellows (see Findings) regarding "slow scholarship" and "deep listening," as well as the program's goal to "cultivate a national model of effective, ethical humanities research, teaching, and learning," the Baltimore Field School will be more effective with a longer timeline for learning and reflection.

Separate the one-week intensive course and project development portion from a longer timeline of ongoing panels, fieldwork, and other learning processes regarding ethics. This will manage both the Community Partners' and Fellows' expectations, facilitate more genuine relationship building, and enable mutual benefit between university and community.

Pursue the institutional support and commitment necessary for sustainability of the Baltimore Field School. With an intentionally decelerated process (recommended above), funding for a new cohort of participants does not need to happen every year, but perhaps biannually. With proper support and the continued participation of current Fellows, the project can emerge a new model of professional mentoring and community building on and off campus.

Baltimore Field School Principal Investigators.

Nicole King, Associate Professor and Chair of the Department of American Studies, affiliate professor in the Language, Literacy, and Culture doctoral program, and director of the Orser Center for the Study of Place, Community, and Culture, UMBC

Kimberly Moffitt, Interim Dean of the College of Arts, Humanities, and Social Sciences, professor of Language, Literacy & Culture, and affiliate professor of Africana Studies, University of Maryland, Baltimore County (UMBC)

Community Partner Leaders

Curtis Eaddy II, Marketing and Communications Director, **Southwest Partnership**

[The Southwest Partnership \(SWP\)](#) is a coalition of seven neighborhood associations and six anchor institutions in Southwest Baltimore.

Eric Jackson, founder and Servant-Director of **Black Yield Institute**

[Black Yield Institute \(BYI\)](#) is a Pan-African power institution based in Baltimore, Maryland, serving as a think tank and collective action network that addresses food apartheid.

Program Manager

Imani Spence, UMBC

Audience. This report is intended for varied audiences including Baltimore Field School leaders, stakeholders and participants, project funders at the Andrew W. Mellon Foundation, internal audiences at the University of Maryland, Baltimore County (UMBC), and other interested parties. This report centers accountability to community partners Black Yield Institute and Southwest Partnership.

“That just speaks to the power of this Field School... And I think that part of it is, like, that human connection. That we were being connected to people in the communities... real people instead of these more abstract stories of what other researchers have done.” – Baltimore Field School Fellow

Findings

General Themes

The negative effects of the COVID-19 pandemic. The emergency shift to online engagement, panels, and meetings affected the implementation of the Baltimore Field School as intended. Participants and project leadership detailed the difficulty in gaining necessary in person experiences, including experiencing “the field,” natural in-person socializing processes, and a learning structure that would include time for breaks. All respondents specified that they believe they would have had a different experience in-person, but that they appreciate the time and effort

Time. The underlying theme in constructive feedback from Fellows and project leaders that of time. Respondents reported desires for:

- A longer timeline of participant immersion needed to fully process new ideas regarding ethical research;
- Time needed for the university and its personnel to demonstrate a commitment to deep community engagement beyond compartmentalized, grant-determined initiatives;
- The in-person time needed for participants to socialize formally and informally with one another;
- Time necessary to put the “field” in Baltimore Field School with adequate physical visits to communities represented by partners.

Impact and Sustainability. Though this program is in its pilot phase, results of this evaluation point to potential impacts. The foremost impact is the **formation of a motivated, inspired community of scholars** who are doing or are starting similar work in public humanities. These professional connections have already exposed the participants to new resources and support mechanisms for their work. Participants are eager to continue building this community.

Another impact is that this pilot has **served to clarify the resources and processes needed for sustained community partner involvement, mutual benefit, and shared**

power in this and similar initiatives. The insights documented in the *Pre-Evaluation* and the current one have general applicability to public scholarship practices in the humanities, at UMBC, and in other fields and universities.

Indirectly, the program **benefits humanities students, undergraduate and graduate, who are taught by program Fellows**. The new insights gained by Fellows (outlined below) will be conveyed in their teaching and increase the likelihood that new generations of scholars will continue to seek more ethical approaches in public humanities work.

Results of this evaluation indicate that community partners value the program and advocate for its further development. This indicates that a strong foundation has developed for the sustainability of the Baltimore Field School.

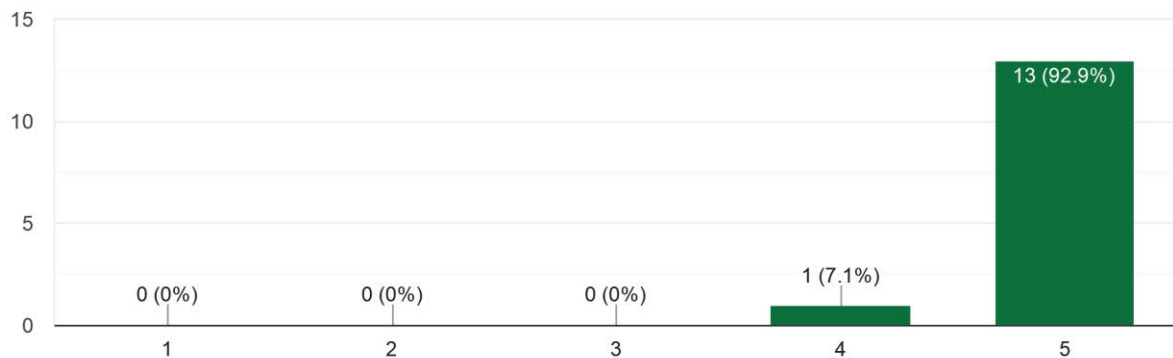
Fellows' Perspectives

Organization of Fellows' Perspectives. Themes extracted from qualitative data are supplemented with direct quotes from participants. Quotes have been de-identified in the interest of respondent confidentiality. Aside from the figure that introduces this section, more figures representing quantitative survey data are at the end of this section.

An Overall Positive Experience

I had an overall positive experience with the Baltimore Field School Summer Institute.

14 responses



Though Fellows did report anxiety and exhaustion related to their participation in Baltimore Field School, they reiterated the benefits of their experience. Their statements spoke more to feeling more than one thing at a time. For example:

“Exhaustion, but a good exhaustion...”

“Too much, but not enough... I was both overwhelmed by the amount of information and grateful for the information.”

Fellows appreciated the amount of work that Nicole King and Imani Spence committed to organizing the Field School.

“I could see the impact of all of the labor that you all put in was evidenced in how smoothly the week went. Especially for being online during a pandemic, there were no hiccups! It was executed beautifully.”

“It was really amazing, I think, given the constrictions of covid, given all of these things, the organizers did an amazing job at creating community, bringing as many people as possible, being intentional about who they brought, being transparent, getting our feedback, like all of these things I appreciated... in general, there was a lot of labor that went into it, so that’s appreciated.”

Strengths and most beneficial aspects

▪ Building community with UMBC colleagues doing similar work

Fellows appreciated the ability to learn about

- colleagues’ projects and research
- collaborations in progress at UMBC and in Baltimore
- what resources colleagues are utilizing at UMBC.

“I think that that’s essential: to know that you are not doing this work by yourself.”

“It’s not like networking, it was it was a more sustained type of engagement with colleagues over a week that proved to be, for me, really enlightening and much more profoundly effective than other types of engagement.”

▪ **Learning more about “the real” or “the true” Baltimore**

Fellows appreciated the ability to meet and to hear directly from various community leaders as well as other academics who have established community partnerships.

“That just speaks to the power of this Field School... Things just hit differently this time. And I think that part of it is, like, that human connection—that we were being connected to people in the communities... real people instead of these more abstract stories of what other researchers have done.”

▪ **Exposure to a wider array of ways to think about ethics**

“I came away with a much greater expanded way to think about ethics... It really gave me a sense of confidence... to decide for myself to not feel constrained by best practices and ethics as defined by my field and really just confident to say ‘I know what’s right.’”

“I felt that the discussion of ethics was rich and unconstrained.”

▪ **Notable absence of hierarchical roles among Fellows**

Several graduate student participants spoke about the benefit of learning alongside professors without the customary hierarchy of roles.

“It’s been...different. And I feel like we were all in a position where we weren’t, like, professors on the one side and on the other side, the students.”

“It felt like a level playing field, and there wasn’t some of the hierarchy that we often feel...”

Learning and growth during and after participation

Fellows detailed the ways in which the Baltimore Field School Summer Institute confirmed, enhanced, and increased their commitment to their already-established goals and practices. They also named new ideas that expanded the ways in which they conceptualized research projects and relationship building with communities.

Fellows reported:

- **Increased confidence** in ability to teach using a more local context, including syllabi development and bringing groups of students to Baltimore City for direct engagement
- **Increased commitment** to collaboration and sharing across disciplines and UMBC departments
- **Increased interest** in utilizing UMBC resources to meet goals of community building on and off campus
- **Increased perspective** into various career options
- **Increased consideration** of how to reach out to communities and how to lead students in doing so

"It's sort of upped my ambition a little bit in terms of the public humanities aspect of all of my courses, which is something I cared about previously, but I felt like after this intensive, I feel a little bit more competent to try more complicated public humanities practices in my classes."

"...Feeling more confident about bringing smaller groups of students into the city to do things there, learning the resources at umbc to help me do that."

"It was confirmation, like, some intuitions I had about slow scholarship were not something that I was the only person that resonated with and I think that it also confirmed the importance of being in conversation across disciplines and departments."

Fellows described fresh insights regarding:

- **Mutual benefit** – University personnel and community partners must plan together to ensure that proposed projects and research will actually benefit the community, instead of only serving the goals of the university.

What Eric [Jackson] shared, the idea around mutual benefit. As I prepare my students, "I think that's what shifted for me is that that 'mutual benefit' won't be defined by me anymore or by what other researchers say—that it's going to be grounded in local community and local histories."

- **Ego checks and minimizing presence as researchers**

"You might have to shift, change, pause, take longer; you have to be humble and less in control because you are in relationship to other people."

"I was ego-checked very early. I had come up with this proposal project...and after hearing from [Eric Jackson, community partner leader and panelist], I [saw how] that serves my students' interests, that serves my interests, but I hadn't spoken to anyone in [the neighborhood] about what they need."

- **Relationship building, "slow scholarship," and deep listening** – To build more mutually beneficial relationships, university personnel should deliberately slow the pace of planning, starting, and carrying out projects and partnerships with communities. This connected closely with Fellows' remarks regarding the concept of duration and longevity in community work. Fellows were inspired to think more carefully about relationship building and ensuring mutual benefit versus rushing processes for their own professional goals.

"I learned this from reading another professor's manifesto: Take on less and take your time."

"To pause. 'Wait. What are you doing? Why are you doing this?' and to get clear and get a commitment to make sure that it's about the community you're working for and it being what they want to do to move forward."

"I was really struck by Nicole Fabricant [panelist], the duration and longevity of their work, her talking about the messiness of the work, got me thinking about and writing about the concept of duration and longevity and staying in community work; I will definitely be implementing that in my work."

- **Ongoing consent, including respecting someone's wish to not be recorded**

Fellows described thinking more in-depth about consent being something to obtain throughout the duration of a project, not just at the beginning.

"The affirmation [that] making community whether it's just for your networks, for a project, for your life, requires all of these things that we were talking about. It requires relationship building, ethics, it requires vulnerability, it requires a give and take. And so... it's just the realization that I need to do more."

Constructive feedback: What Fellows wanted [more of]

Though Fellows gave an overall positive review of their experience, there were particular aspects on which they wanted more—or less—direct focus.

- **Fellows wanted time to debrief after panels and/or more interactive panels.**

“More time to kind of process out loud what we were hearing, and also interact with each other, and almost along the lines of those how-tos earlier [in the scheduled programming]—to kind of work through some of the different things we were working on.”

- **Fellows wished for more intentional inclusion of staff and students in discussion topics.**

“Very few people talked about like what it was actually like to work with students...I want to do a bunch of different field trips and also bringing people to my classes... I really expected the Baltimore Field School to shape that more concretely... Working with students and what that might look like is kind of what was missing.”

“I want sort of concrete tips about working with students who...aren't necessarily, like, fellow travelers on these projects. Like, we get classes of students and some of them are really into it. And they're already sort of, you know, radicalized in whatever ways... And some of them aren't. And like, how do you navigate that and how do you bring them into communities? How do you bring them into collaboration, into conversation, you know, trusting them?”

- **Some Fellows expressed the desire for discussions about real and hypothetical ethical dilemmas.**

“We didn't get that much of an opportunity to troubleshoot ethical dilemmas, like, ‘What happens when this pops up?’ ...But that seems like something we can do as a group as we move forward and are actually implementing community-engaged work and research.”

“Sometimes it helps me to hear what went wrong, times in the past where people were trying to adhere to ethics in methodology and have failed.”

- **Participants wanted even more time to learn about one another's work.**

Some Fellows remarked that the online necessity of the Baltimore Field School took away the natural conversations that would have happened if the program was in-person as originally intended. Fellows spoke of wanting more unstructured opportunities to talk informally with one another.

- **Fellows noted that the emergency transition to a Zoom format because of the Covid-19 pandemic was the basis of what they found lacking.**

Most Fellows wished they had more in-person time to experience the Baltimore Field School. While they appreciated the ability to transition to Zoom, many wanted opportunities to visit communities and meet community leaders in person, i.e., to experience the “field” in Baltimore Field School.

“What we are really missing, the informal interactions... if we were in person, and had that same packed schedule, we would still have been tired at the end of each day, we would have had more time. What I missed would have happened naturally in an in-person setting.”

- **Most participants had mixed feelings about the manifesto assignment.**

As part of the Summer Institute, each Fellow was instructed to write a *manifesto*, an individually crafted research statement on methods and ethics. The Summer Institute programming schedule included time for Fellows to read and discuss one another’s manifestos, and Fellows reported working on their respective manifestos during time outside of the scheduled programming.

Positives:

- Enjoyed the opportunity to think through values and goals
- Enjoyed reading colleagues’ manifestos and found them inspiring

“I really enjoyed the process and felt like I was able to get really honest with myself in the writing of it.”

“I enjoyed reading other people’s and I enjoyed talking about it, but even then, I don’t think we had enough time to talk about it collectively... We wanted more time to talk about other things. Every time we were put into breakout groups, we talked about other things because we needed that.”

Negatives:

- Unfamiliar with *manifesto* as a writing form/genre

- Caused anxiety because it felt like a “forced task”
- Uncertainty of the audience for and purpose of the document
- Would have preferred to have community input on such a document (inclination based on new insights gained from Summer Institute programming)

“I thought that as an exercise in, sort of, reflective writing, it was useful, but I was unclear about the framing of why it had to be a manifesto and what ultimately we would use that for... I think that the word manifesto and...the constraint of the manifesto form itself wasn't really what we were trying to do, rather than articulate a statement of values and a set of priorities and techniques that we would use...”

“It wasn't a futile activity and I'm glad that I did it. But I'm wondering what do I do with it now? Because it is such a big thing. Even if I get the other [community] voices, where does it go? I guess I can share it with my other colleagues though? And I guess I can share it with my students?”

“I didn't love the manifesto. I get why we did it and I like the idea of coming up with a statement. But I wanted something more... I think that could have been better used to just hear about each other's projects and kind of workshopping ideas or even collaborative projects...”

- **Some Fellows were expecting more in-depth “how-to” discussions pertaining to the logistics of planning community-engaged teaching and research.**

For example:

- how to organize compensation or benefits for research participants using money or other forms
- how to approach people to participate or collaborate in community research
- how to arrange transportation for students when planning field work

Several Fellows referenced panelist Nicole Fabricant's account of her ongoing community relationships and wanted to know more about how she initiated and maintains her specific type of teaching work.

Fellows' suggestions for future iterations of Baltimore Field School

- **Take more time to address the barriers in “aligning the demands of the university with doing ethical research.”**

Several Fellows explained how they were grappling with whether university/institutional/professional guidelines, timelines, requirements, and restraints facilitate truly ethical community partnership endeavors.

“The challenge is that sometimes we’re on academic timelines, sometimes we’re on other deadlines... There’s something that might have to give and it comes down to what ultimately do we really want? What’s the ultimate goal? Is it to complete the project or is it to build something bigger? And that might end up having a different answer than we want or that our institutions might want and we need to be OK with that.”

“There are real expectations for getting tenure, you know, there is a process, time constraints, all this structure that isn’t amenable to building relationships. And even when we think about grants, and you know, the funding cycle of things, opportunities don’t always align with how mature our relationships are with community partners.”

- **Expand invitations to participate, especially among UMBC staff.**

“Be more intentional about the networks the application gets sent out in. This is part of the work that [staff] are already doing and they have no support or money to do it and they are very much a part of it. For them to build that network is crucial as well.”

“I would urge them to consider opening the application to staff. I think we’re losing something. Again, thinking about who is the community. The university is part and parcel of the community and I just think it’ll be a richer experience if we intentionally think about including staff in this endeavor.”

- **Include unstructured time for participants.**

A few participants made the distinction that this does NOT mean more “breakout groups.”

“Having more informal conversations or collaborative moments between the fellows—that could be a place where a product organically arises between the fellows. Something a little bit less individual and pressurized.”

- **Make time to talk about how to continue building and supporting this community of like-minded scholars at UMBC.**
- **Make accessibility more intentional in the project/Summer Institute design.**
- **Include panels regarding:**
 - immigrant communities in Baltimore
 - community research with children and youth
 - multiple communities in conversation with one another
 - how to be “decolonial” in research and research with indigenous populations

“So often with work in Baltimore, I think we think about ‘the Black Butterfly and the White L’ and I think that there can be this accidental Black-White binary that leaves a lot of groups out. And I know that there were multiple scholars in the Field School itself that study immigrant populations and Latinx populations. So, I would have loved to have even one panel with those people presenting their work or bringing in voices from those communities... or even multiple communities in Baltimore speaking to one another or in conversation with one another would have been nice.”

- **If manifesto writing is included in programming, make it a group manifesto.**

Participants in each focus group raised the idea of a group manifesto. A collaborative document, they imagined, would have been more relevant to the collaborative theme of the Summer Institute experience.

“I also really like the idea of walking away with a document... but I think it would need to be something collaborative...”

“Because of the spirit of the Baltimore Field School, it would have been easier to have some kind of collaboration built into that”

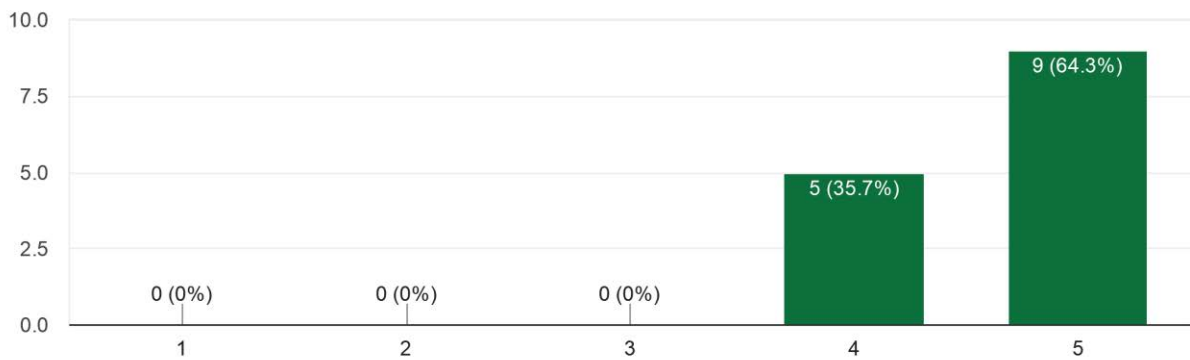
- **Graduate students were more likely to suggest a longer duration for the Baltimore Field School (e.g., two weeks instead of one), while professors felt that the one week was already “intense,” thus, sufficient.**

“I don’t know what it would have looked like to have choices in sessions and having them go concurrently...Slowing down and giving people time to process would be important.”

Summer Institute Survey Results

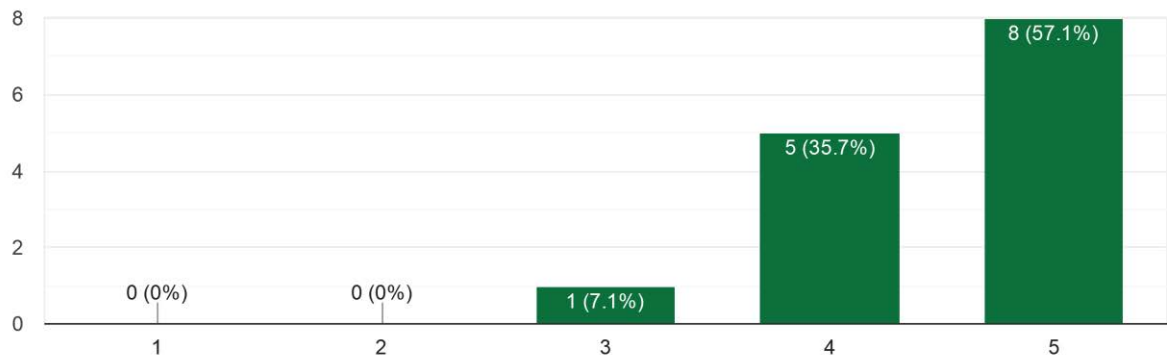
The Baltimore Field School Summer Institute facilitated my ability to establish new relationships and connections for my public humanities work in Baltimore.

14 responses



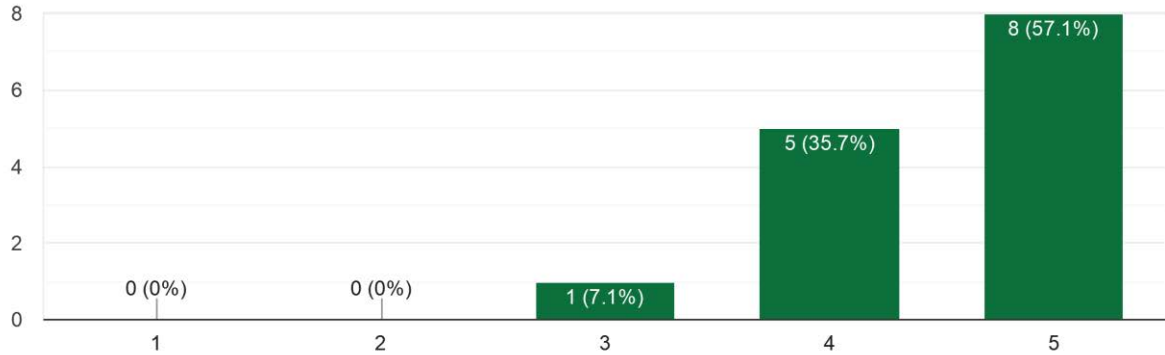
My participation in the Baltimore Field School Summer Institute increased my capacity for collaboration on public humanities research and teaching projects in Baltimore.

14 responses



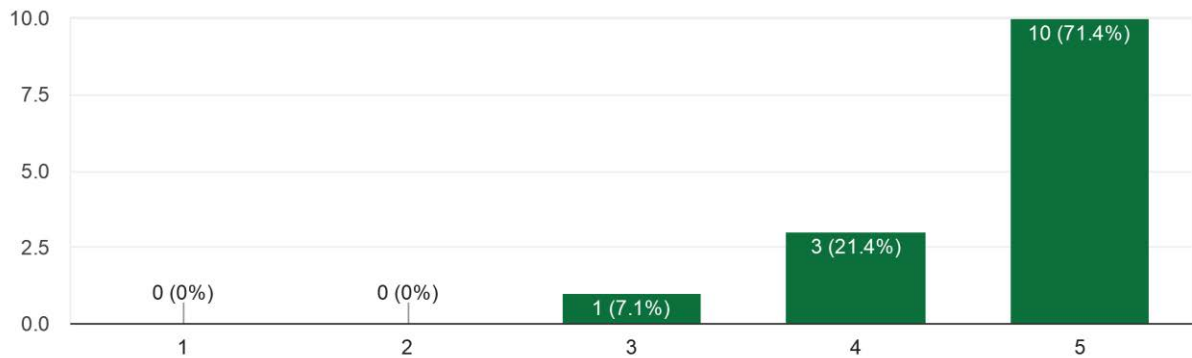
I feel confident in my ability to implement things I learned from the Summer Institute in establishing ethical methods for my public humanities work.

14 responses



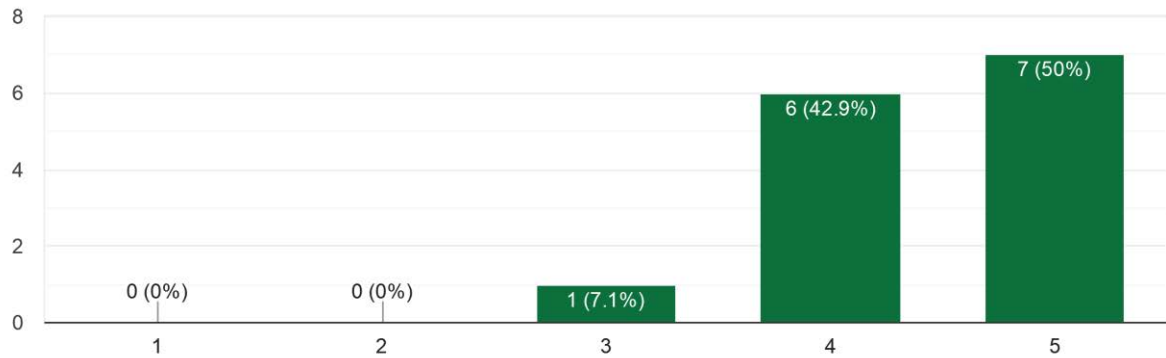
My knowledge about ethical humanities research in Baltimore has increased as a result of my participation in the Baltimore Field School Summer Institute.

14 responses



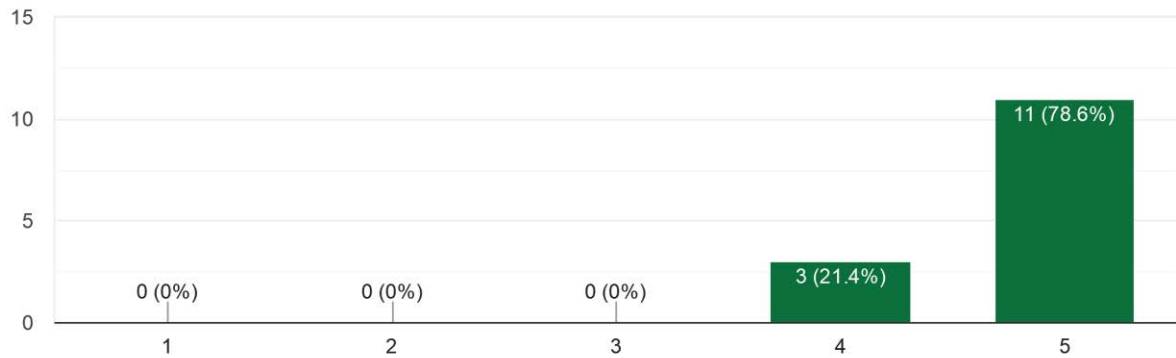
My participation in the Baltimore Field School Summer Institute increased my capacity to accomplish my public humanities research and/or teaching goals.

14 responses



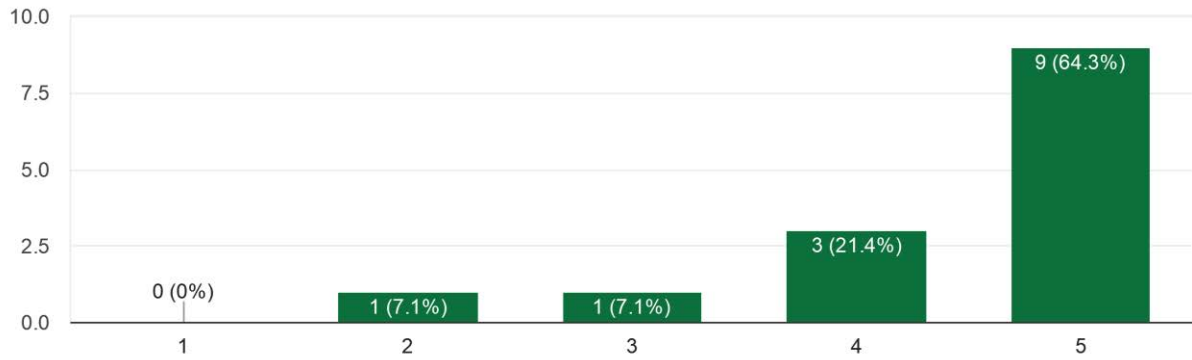
I will change the way I approach at least one aspect of my research or teaching as a result of my participation in the Summer Institute.

14 responses

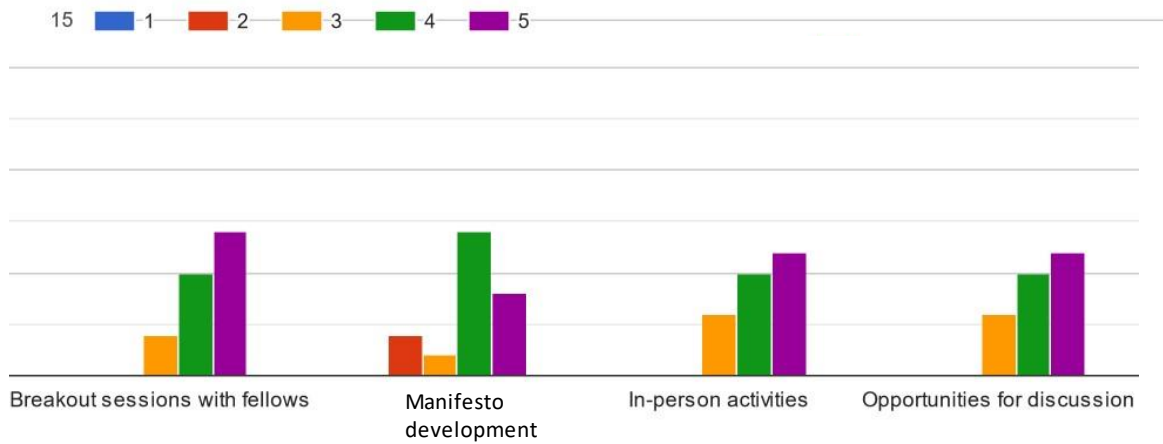


Summer Institute programming was sufficiently interactive for me to learn, discuss, and contribute ideas.

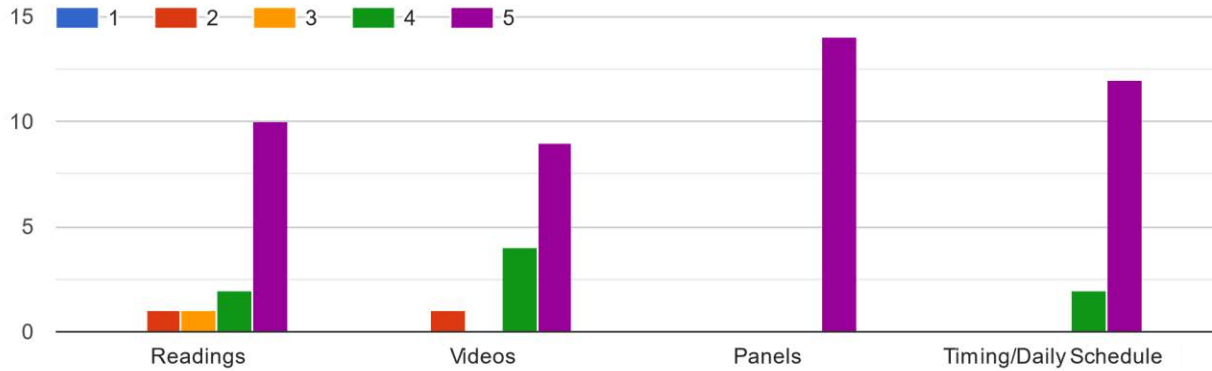
14 responses



How satisfied were you with the following elements of BFS Summer Institute programming?

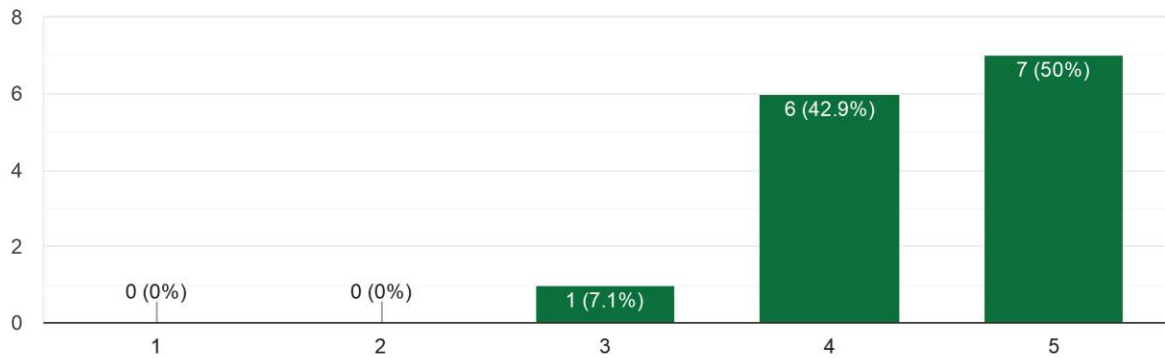


How satisfied were you with the following elements of BFS Summer Institute programming?



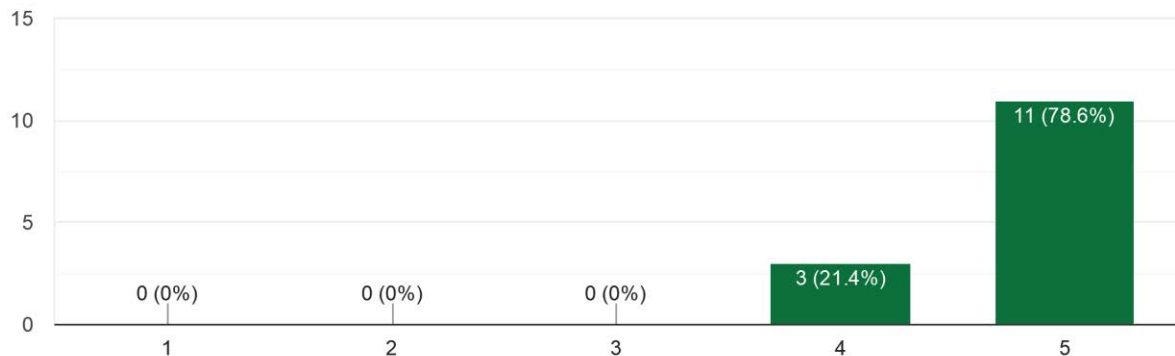
(*Disregarding emergency Zoom/virtual accommodations) I would recommend the same or a similar structure for Summer Institute activities—i.e., breakout groups, panels, readings, and audio-visual material—in future iterations of Baltimore Field School.

14 responses



The Baltimore Field School Summer Institute met my expectations.

14 responses



Perspectives from Project Leadership

Goals met or partially met

Qualitative results indicate that two of the goals documented in the *Baltimore Field School Pre-Evaluation Report* were met or partially met (denoted by checkmarks).

- ✓ **Embrace historical reconciliation specifically regarding Black/majority-Black communities and neighborhoods and harms imposed upon them by Baltimore and Maryland institutional practices and government policies.**

Qualitative data from Fellows demonstrates new insights achieved regarding harms imposed upon by local and state government practices and policies, and in fact, witnessed in real time the displacement of community partner leaders' family and community spaces.

- ✓ **Ensure that this project is "mutually beneficial."**

Both community partners spoke of ways in which they felt the project was mutually beneficial, including financial compensation, creation of opportunities, and expansion of professional and community networks.

More work is needed to accomplish the other two stated goals (denoted by rectangles).

- **Actualization of true "service" to community needs and inclusion of neighborhood residents for participation in and to benefit from this project.**

Project leaders believe that more should have been done to include community members and neighborhood residents in the planning phases of this type of project. Eric Jackson expected Baltimore Field School Fellows to have more direct involvement in Black Yield Institute's community work.

"Considering where things were with COVID and organizational transitions and lots of things, I think that Baltimore Field School was, you know, helpful in connecting with things. However, it was different than when we first started over a year ago. I had a kind of understanding and expectation that there would be more engagement with the students, fellows and other participants, you know, professors, in terms of the projects that we [BYI] were working on. And that was my expectation based on what we talked about. But that didn't happen. But again, with the caveat that I understand why it didn't. I think that I think that maybe it could have been a kind of concerted effort to figure out how we can still have the flavor of that, but I also recognize that transitions in our organization made us a probably less than ideal partner as well." – Eric Jackson, BYI

Principal Investigator Nicole King also noted the deficiency in community building outside of UMBC.

"I thought it definitely met my very pandemic-lowered expectations for that aspect of building community at UMBC. Building out with Baltimore? Not as much." – Nicole King, UMBC

While Curtis Eaddy II discussed positive moments stemming from activities related to his community's partnership with Nicole King, most were not directly related to Baltimore Field School; however, they took place around the same time.

▫ **Create a new culture of shared power in university-community partnerships**

The UMBC leads discussed how their intentions to share power more equitably in the operation of Baltimore Field School did not materialize in the exact way they hoped because of institutional bureaucracy.

"I understood it a lot about trying our best to make power more equitable amongst our partners and finding that it's very difficult because of the institutional power and the institutional processes that are necessary." - Imani Spence, UMBC

“I certainly like the idea of disrupting power so that we can operate as community partners that both have a level of expertise and knowledge to be able to share with each other to strategize and collaborate on possible ways to move forward. But I do think, especially if I’m personalizing this to our institution, I think there is a lot around bureaucracy that ties our hands at times. That means that disruption of power is not as easy as we would like it to be.” – Kimberly Moffitt, UMBC

Curtis Eaddy II’s understanding of power in this partnership changed as a result of his leadership with Baltimore Field School.

“I... wasn’t sure [of] The power distribution, because funding was coming through you all... But the flexibility and transparency of the team that we worked with—this UMBC team, it really gave me confidence in the shared power... The UMBC team went extraordinarily, extraordinarily over and beyond expectations set by myself, staff, and community members. And we built power together. So that the opportunity that came out of this, it’s a platform that we can continue growing. We didn’t know how it was going to start, but I feel like there was power created in this partnership that can help our community in many different ways.” – Curtis Eaddy II, SWP

Eric Jackson’s understanding of power in this relationship did not change, and his reasons match the collective view of all project leaders that community members need to be more involved in the planning of how the Field School operates.

“I do think that, you know, for it being its first [run], I think it’s great. And there’s more work to be done to figure out how to do the things that we talked about in terms of the power differentials, and having community lead, and connecting participants with groups in deeper ways, like all of those things, I think still are noble. It’s just some work to do to actually get there.” – Eric Jackson, BYI

Questions linger regarding shared power between university and community.

The perceived internal community building at UMBC brings other questions to light regarding the upcoming change in university leadership when university president—and longtime supporter of community-engaged scholarship—Freeman Hrabowski retires after 30 years in that position. UMBC leads discussed uncertainty of the direction of the university’s community relationship building in Baltimore.

"I think it's important to ask those questions about what kind of institution we want to be now and what kind of institution we want to be in the future as we continue to grow and have more power. Would we be a Hopkins? I don't think under this current leadership that we would, but I don't know. You need to constantly ask yourself those questions, and I think part of the Field School was really grappling with that. And we're all universities and we're all seen as... even people outside of Baltimore—people are very skeptical. A lot of skepticism surrounds for good reason as institutions of higher education when they want to work with communities. So, I think it's super important that we ask those questions and we figure out how to do it right and the non-extractive way." – Nicole King, UMBC

"There's so much that is unknown when we've had a university leader for so long and now there's going to be this shift and change. And the piece that we've tried to think about, at least in the Dean's Office, is making sure to foreground for that person the role that community-engaged scholarship plays to this college [UMBC College of Arts, Humanities, and Social Sciences] so that we are making that clear, very early on, to prospective candidates that this needs to be seen as a part of what we do and that they need to be supportive. I mean, again, we have no control over that, but we definitely are making the point of how central that is to who we are and what our identity is and this college in hopes of having a leader that will support that as well." – Kimberly Moffitt, UMBC

Program successes

- **UMBC leads recognized the continued building of internal [campus] community of like-minded scholars, many of whom were attracted to UMBC in order to practice community-engaged scholarship.**

"I feel like there's something to be said about the types of people that UMBC attracts who are willing to step outside of the box." -Imani Spence, UMBC

"I was so pleased that it was mostly assistant professors are very recently tenured professors and graduate students. That was who it needed to be... So I feel like that was a really good thing because I see I see folks, like, forming groups or going out to coffee."

– Nicole King, UMBC

“There are a lot of folks in this college in particular [UMBC College of Arts, Humanities, and Social Sciences] that we have now started to attract and see us as a place where this kind of work is a part—not just what I need to do to get tenure—but is just a part of who we are as scholars. And I think that is what has made UMBC to me, seem like a place that's...trying to do good instead of another university that wants to suck up everything and become that behemoth. But more so trying to see itself very much a part of and along with its community... I think that's the exciting part of what this institution is doing. I mean, clearly, the bureaucracy makes some of that very difficult for folks to be able to pull off and do so easily. But I do like seeing that that we are now at a point where we are attracting folks that already want to do this work and that it's not a situation where you're talking people into it.” – Kimberly Moffitt, UMBC

- **Community Partners would participate again.**

“I still believe in what the project was doing and attempted to do. I would participate in future iterations. And I would really affirm that this is something I think needs to happen. I think it'll be exemplary once the continued data is collected around impacts and stuff like that.” – Eric Jackson, BYI

“Once the feedback came back from just the attendees and it was so well received. It's like, ‘Man, we should be doing this all the time.’ A lot of the attendees were talking about how this helped bring them healing and gave them insight and resources. So, if we can...scale that up and, you know, expand the service, make it more frequent, we need to have more conversations. We're human. And I feel like the more we can talk about it, maybe the more we learn about a community, it lessens some barriers. So yes, I would love to do it more full-time either with my organization or directly with you all, UMBC through the Mellon Foundation, just continue to explore and discover how we can build upon this platform. Connect the community and have more conversation.” – Curtis Eaddy, SWP

- **Enhanced personal or professional goals**

Project leads Curtis Eaddy and Nicole King discussed feeling a pull to go deeper into community work, even if it has to be done outside of their current professional positions. Dr. King discussed realizing a difference in what success looks like to her. Imani Spence described how new professional connections illuminated positive possibilities for her current career trajectory as a librarian. Like many of the Baltimore

Field School Fellows, Kimberly Moffitt, Dean of UMBC's CAHSS felt a deepening commitment to the work she has been doing.

"It reminds me of my commitments around these types of issues. And it helps to keep me focused on those as I'm moving forward and some of the decisions that I have to make in this capacity. Like, I appreciate it, reminding me of what my own commitments were as a faculty member and the ways in which I can keep some of that alive, even as an administrator." – Kimberly Moffitt, UMBC

"This helped me decide that I don't want to lead things. That that's not the goal for my career... I want to be on the ground... I need to be able to fight this stuff and understand how to do it in a way that's really gonna matter—not just writing a book or having a podcast or a lovely zine, though I believe all of those things contribute to the mission. But I think my work is far more grounded... I want to learn how to be an organizer... I love working with organizers who are not academics... I have to pick up my phone. Everyone's on the phone, they don't do email. I can write like these beautiful emails and no one's going to read them... My whole mode of communication is challenged... In the past year I have totally changed what I see as success, what success looks like to me as a human being and a professional. And some of that I do think was doing this. And I don't think it was an enjoyable experience. It was quite...difficult. – Nicole King, UMBC

- **The Summer Institute exceeded project leaders' expectations that had plummeted when Baltimore Field School was forced to go virtual.**

"When COVID hit, I was just like, How can you do a field school on the screen? I don't know that this is going to work, but we're going to move forward because that's what we do. So having low expectations, they were I was pleased with the amount of community we could build through the screens and then with the few face-to-face options that we we've had... And I feel like building that community, building that relationship, we did that somehow across the little screens with this, kind of, small group of people." – Nicole King, UMBC

Outside forces affected program processes

- **The COVID-19 pandemic**

Like Baltimore Field School Fellows, the project's leadership detailed ways in which the lack of in-person engagement took away many of the expected benefits of the program.

"It changed up a lot for us, where with COVID, we kind of changed focus... [as far as] unable to come out into the field and meeting people in person. So, our meeting and projects became digital, virtually. That totally changed the whole concept of what we were trying to do because part of it was, of course, doing in-person interviews, learning about people in the community... So really, that discovery of residents... We could have interviewed more people and got more feedback and data. We were unable to do some of those surveys and just the canvassing of the community." – Curtis Eaddy, SWP

"In terms of meeting expectations, I mean, I know it did what we wanted in terms of some of that connection and collaboration, but it didn't meet my expectations. But that is that is not because of anything that happened with programing. That was, you know, outside of our control of why we couldn't do it." – Kimberly Moffitt, UMBC

"I'm hoping that next summer is different and we can get out into the field because it is the Field School... What happens when the field is erased and becomes a digital box? And you have to move forward? And I mean, it is about dealing with adversity, which is what the public humanities is about to some degree. But to take the human out of it, it really even talking about it makes me sad. Frankly, it makes me really sad... But I think we could have done some really great things if we could have been on the ground because I think that's where the action really actually happens. And we couldn't do that safely and we couldn't ask people to do that. And it still kind of breaks my heart a little bit." – Nicole King, UMBC

▪ **Community displacement by Baltimore City agencies**

Community Partner Leader Curtis Eaddy and his family were directly impacted by Baltimore Department of Housing and Community Development's plans to displace residents in the Poppleton neighborhood to make room for a New York developer's plans. Community Partner Leader Eric Jackson also faced a battle when the Housing Authority of Baltimore City evicted the Cherry Hill Urban Community Garden from its longtime site. Both Eaddy and Jackson are prominent leaders in their communities' disputes with the city agencies, and Principal Investigator Nicole King has been active in publicizing both communities' struggles, demands, organizing, and related rallies and public events.

“Black Yield was being displaced from their land and the Eaddy family was being displaced from their land, like right while the Field School was going on. So, I think it intensified that that issue... And the community control and ownership of land is something that just came crashing together. You know, you can't plan that, that the weekend after the Field School, Black Yield had a big action. The following weekend, there's a big action, Save Our Block in Poppleton... You see these fights for ownership and control and fights with or against the city are pretty intense for organizations.” – Nicole King, UMBC

These happenings directly reflect concerns raised by Jackson and Eaddy before the start of the Field School, documented in the *Baltimore Field School Pilot Pre-Evaluation Report*.

There is still concern about Baltimore City and UMBC as institutions exerting their power and their own plans over the mutually established goals and intentions of this project.

“The City has its own plan. We may bump up against their plan.” – Curtis Eaddy, SWP

“If UMBC can halt what y'all are doing, what can they do to community partners?” – Eric Jackson, BYI

▪ **Institutional bureaucracy**

Interviews with UMBC leads clarified that they were not involved in the grant and budget writing for the project. They explained things they would have done differently had they been involved in the earliest phases, and how they contested the budget to make it more equitable.

“More transparency on the funding side. We had a lot of issues working with our grant managers, not because they're not capable, but because I feel like they were overwhelmed and because in a different world I could've just popped into their offices and been like ‘You need stuff from me. I'm not getting it. Let's talk about it.’ So, in the future, definitely more conversation between the ‘scholar’ side and the finance/bureaucracy side could be helpful.”

– Imani Spence, UMBC

“Our previous dean and our previous community engagement person in the president’s office were like, ‘Oh, we can do this and we’re talking to Mellon, we need to do it right now.’ And they went and got a few people... And that’s not how these things are built. They shouldn’t be built that way. That’s not a good way to build. You need to build with the people, the community partners at the table from the beginning I feel like that is something that we could do better in the planning and trajectory of things.” – Nicole King, UMBC

Project leaders’ suggestions for future iterations of the Baltimore Field School

- **Do more intentional community engagement before the structured community engagement, so more stakeholders can contribute to shaping the project.**

All Project Leaders noted that such an undertaking must have more community input during planning phases.

“Our organization is getting the opportunity to engage the community more beforehand. So, we did our preparation meeting—the Baltimore Field School team—but everybody wasn’t included as far as some of the other stakeholders. So just to be able to have probably an auxiliary group that encompasses more of the stakeholders per site group. I think that would be very helpful. This way it’s more engagement from the community initially versus on the back end.” – Curtis Eaddy, SWP

“If we are partnering with Black Yield and Southwest Partnership, they should have been at the table when we were writing the budget. People have to be at the table when you’re planning. You can’t do this on the outside and put it on.” – Nicole King, UMBC

“Doing this kind of work does require having established or building relationships that minimize the power dynamics and allow folks to be at the table... In addition to the folks that are crunching the numbers on campus, but the ones who are doing or helping with this work, what might that budget have looked like going forward? And I just think that’s a really interesting addition that could and should be considered for future projects.”

– Kimberly Moffitt, UMBC

- **Involve more communities to represent the diversity of Baltimore.**

Similar to suggestions from participant focus groups, discussions among UMBC project leads included adding to the diversity of community partners.

“The partners didn't really express the diversity of the city... East Baltimore and work with our Latinx communities over in East Baltimore [were] totally left out of the narrative in the Field School because it was mostly people that I work with. So, I feel like those are some missed opportunities really at the planning stage. We need to take more time and more emphasis to plan with folks collectively, which takes a long time. It's harder work. It's hard to write a grant with a bunch of people in the room. And that's something that we've learned is that needs to be pushed forward throughout the bureaucracy at the university in general.” – Nicole King, UMBC

- **Share and expand access to UMBC's campus, resources, and the capabilities of students and personnel who are not Field School participants.**

Make this intentional in preliminary planning.

“Having access to the campus a little more. The university is a resource in itself...I think just having other departments or students with other skills that can assist...having other experts...of the university that can assist and provide either services, skill sets, or equipment. And maybe some of that can be done in the pre-production if we plan it out, just considering some of the needs of the project. And first looking through the university for procurement for those needs versus third party services that we would have to contract and pay.” – Curtis Eaddy, SWP

Give community members the power in the planning process to decide what type of support they need.

“In future iterations...I think that The People [community] should be deciding what scholars can be supporting with, and...participants helping to materialize that—including finding financial resources, leveraging relationships with students, university equipment, things like that, to leverage all of the things that they have at their disposal, including their networks, to support the projects that the community-based organizations are, you know, speaking to.” – Eric Jackson, BYI

- **Intentionally make it a longer process to be able to truly deepen its impact and accomplish what it is supposed to do—with community leading.**

“There has to be, from my perspective, an undoing process and a ‘doing anew’ process. And I think that the way that Baltimore Field School is designed right now is the ‘doing anew’ and not really enough time in undoing... You can't read your way there. Where's your rights of passage? Where's your vetting process? Where's your undoing? Where's your process to sit in what that's meant?... And then a second phase of having people test out the undoing by having very intentional ways of doing anew and always evaluating how you feeling from where you are, what emotions are coming up, what practical dilemmas are coming up, and ethical dilemmas, like all these things that I think are important, but outside of the realm of intellectualism, because that's not the only place to do that. There is some, you know, social emotional stuff that's gotta happen in order for it to stick... We use the right words, but our methodologies don't change because we don't learn them and we don't spend enough time there unpacking, undoing, feeling like the world is over. Like, ‘Oh shit, what have I been doing the whole time?’ And then find ways, very smart and nuanced ways, of learning to walk again... More time and more depth within that time... Just so that folks feel like it's mutually beneficial for them, because that's the thing. Like, if you don't feel benefit, you know, then it's no reason for you to do it. You won't see incentive or any of that. So, it's got to be deep too, not just more time.” – Eric Jackson, BYI

- **In order to more intentionally serve community needs, choose participants who want to and are able to work on community partners’ projects.**

Based on planning discussions outlined in the *Baltimore Field School Pilot Pre-Evaluation Report*, Eric Jackson expected program Fellows to have more involvement in Black Yield Institute’s work. He acknowledged the negative impact of the COVID-19 pandemic on overall operations, but wondered whether a more intentional matching of participants to community organization needs would have allowed increased capacity to work around some of the barriers.

“We met folks a couple of times and then we had social events, but not really any ongoing projects that would lead to our goals as an organization... Maybe a more defined vetting and matchmaking process for how we work with participants... But I think maybe more regular dialogue between participants and community-based organizations... having everybody in the same space could have been helpful. But I think that's more of like the resource of people and time more than money or even tools. I feel like the tool in this case would be the consistent meetings. And again, that matchmaking and vetting process [where] the applicants [are] selected based on the projects... instead of trying to make it work, seeing if it works beforehand...” – Eric Jackson, BYI

- **Visit other field schools to see how they do their work.**

“Originally Nicole and I were going to go to different field schools and see how they did their work. And I think that could be really helpful... like actually taking that time.”

– Imani Spence, UMBC

Conclusions

- The COVID-19 pandemic impacted the implementation of the Baltimore Field School as intended. The emergency switch to online engagement removed natural processes of conversation, unstructured socialization, physical visits to community spaces, even natural opportunities for rest and reflection. The frequency and duration of online activities during the one-week intensive increased fatigue among Fellows and may have altered their perceptions of the time needed and time taken to undergo a truly transformational process.
- Despite the barriers and stresses imposed by the global pandemic, Fellows and one of the community partner leaders reported an overall positive experience, including changed perspectives, deepened commitments, and new insights gained. Some participants and leaders also identified new professional and personal goals as a result of their involvement with Baltimore Field School.
- Baltimore Field School is an excellent way to build community among UMBC professors and graduate students who intend to work with communities in their research and learning. Participants are eager to find more ways to connect and collaborate with one another. It also has the potential to build relationships between communities in Baltimore.
- One of the most promising aspects of this project assessment is that both community partner leaders stressed the importance of the Baltimore Field School and their willingness to continue their participation.
- Some participants and one of the community partner leaders had specific expectations that were not met. This implies the necessity of 1) more clarity in

program objectives and 2) community partners' involvement in planning from the outset.

- Fellows' mixed reactions to the one-week intensive Summer Institute were split by professional roles: graduate students were more likely to suggest ways to make two weeks work, while professors were more likely to report an inability to imagine more than one week for the process. This, in addition to the fact that many expressed the desire for more 'how-to' type instruction in initiating and carrying out community partnerships, suggests Fellows' adherence to the institutional/university-specific structure of compartmentalized time, task, and learning. Given that graduate students and early career professors undergo professional socialization into these university/institutional roles and that such socialization is an important part of professional success in academia (e.g., Austin, 2002; Adler & Adler, 2005), Eric Jackson's suggestion of an "undoing" process makes an astute observation about the extended time and community-led training necessary for professors and graduate students to fully absorb ethical approaches to working with community partners. It also further defines the chasm between *institution* and *community* in that the academic obligation of grant and project compartmentalization is incongruent with the sustained effort, time, and holistic approaches required to establish meaningful community partnerships.

- "University-community partnership" is a common, well-established term, but the deep-rooted, positive relationships involved in Baltimore Field School are between individuals. The ongoing relationship building with Curtis Eaddy, Eric Jackson, and Nicole King cannot be understated. As documented in the *Baltimore Field School Pilot Pre-Evaluation Report*, Community Partner Leaders Eric Jackson and Curtis Eaddy emphasized that they and their communities were in processes of establishing trust and familiarity with individuals from UMBC and other institutions, but not with the institutions themselves:

"We are asking people [in our communities] to be vulnerable. They trust the individuals, not organizations." – Curtis Eaddy, SWP

"UMBC is an institution. I like y'all as people." – Eric Jackson, BYI

A similar theme can be found in the Introduction webpage of *The Baltimore Black Paper* (2017), a public scholarship project in the form of a live document that includes information on the history of Baltimore for community advocacy purposes:

Unfortunately, especially for those of us affiliated with institutions, we are also choosing to background our names because we know that our labor here may be used as a form of social-capital extraction, i.e., 'credit' that our institutions have not earned, and that perpetuates the very dynamic described in this document, and which we seek to shift.

- The Baltimore Field School pilot has demonstrated its capability to accomplish its mission to “create a model of ethical humanities research and teaching in Baltimore and cities like it.” However, its design as an “intensive” is not conducive to the time and effort needed to establish the meaningful community partnerships necessary for this to happen.

Recommendations

Ensure clarity between community partners and participants’ regarding their roles and expected mutual benefits. The Pre-Evaluation showed that community partner leaders had the expectation that participants would be able to directly contribute to their ongoing initiatives. Create a concise one-sheet for participants and another for community partners to serve as a statement of Baltimore Field School objectives, processes, and understandings between Project Leaders. Distribute both to all involved parties for ‘same-page’ success.

Plan for participants to truly serve the needs of community partners as they embark on this deeper and broader understanding of ethics. Community partner expectations stated above are congruent with Fellows’ desires for more ‘how-to’ information on establishing community partnerships and the logistics of carrying out projects and teaching ‘in the field.’ By matching participants with community partner needs, as suggested by Eric Jackson, Fellows will benefit from already-established networks. Ensure that there are participants who can and are willing to tie their research

and teaching work into meeting the needs of communities partnered with Baltimore Field School. This can create a more solid foundation and real experience in learning ethics by working through dilemmas, leading their students in such work, and being led by community partners. Such an approach would also allow participants to manage “slow scholarship” and “ego-checking” which they reported as key insights from the Summer Institute.

Extend and decelerate the timeline for Baltimore Field School and its processes.

Take more time to be intentional in exploring, understanding, validating, and meeting the needs of both community organizations and program Fellows. Moreover, Community Partner Leader Eric Jackson recommended a longer process for undoing, unlearning, and emotional reflection for university scholars before learning new ethical concepts regarding community partnerships.

Separate the intensive course and project development portion from ongoing panels, fieldwork, and other learning processes regarding ethics. This manages the Fellows’ expectations of adequate time to reflect, discuss, and experience informal socialization with one another. It also addresses their newly gained insights regarding more time for reflection and debriefing after panels and activities with heavy informational loads.

Pursue the institutional support and commitment necessary for sustainability of the Baltimore Field School. At least two institutionally-supported positions would ensure the leadership and administrative necessities for community building activities, networking, and learning opportunities internally and “in the field.” This also allows for the exploration of Community Partner Leader recommendations regarding more access to campus resources, as well as increasing program capacity to partner with more (and diverse) communities. With an intentionally decelerated process (recommended above), funding for a new cohort of participants does not need to happen every year, but perhaps biannually. With proper support and the continued participation of current Fellows, the project can emerge a new model of professional mentoring and community building on and off campus.

In panel planning, include a discussion on intra-community racism and colorism.

Fellows who discussed wanting to learn about communities outside of the Black-White

binary—specifically named as “immigrant” and “Latinx” communities—may be unaware of the extent to which the Black-White binary influences a variation of race-based experiences within those communities.

Extensive information including a list of program participants and the Summer Institute schedule can be found at the program website:

www.BaltimoreFieldSchool.org.

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Appendix A

Focus Group and Interview Questions

Questions asked in focus groups with Baltimore Field School Fellows:

- What have been the most positive aspects of your participation in Baltimore Field School and/or the Summer Institute?
- Have there been any changes in your professional or personal goals as a result of your participation?
- Let's talk about things you learned that you can implement into your work, especially pertaining to developing methods of ethical humanities research and teaching. What are those things that you will be implementing and how or when did you learn them in this process?
- What questions or concerns do you have about developing ethical methods that were not addressed in the programming?
- I am going to read some of the survey responses regarding what fellows would change about Baltimore Field School Summer Institute programming. Please expand on any of these.
- Other than in-person activities and opportunities for discussion, one of the lowest rated items was Manifesto development. Why do you think that is?
- Do you have any ideas for the reconvening in August?
- Is there anything I did not ask that you want to make sure I include?

Interview and Focus Group Questions for Project Leadership:

- How well do you feel that the Baltimore Field School 2021 met your goals and expectations?
- How did outside forces affect your ability to conduct the Baltimore Field School as originally intended?
- What recommendations do you have for future iterations of Baltimore Field School? Are there any resources that were not utilized or under-utilized that you believe would enhance Baltimore Field School activities and events?
- What are the outcomes you imagined for participants? How and when will you know if participants experience these outcomes?

- Have there been any changes in your professional or personal goals as a result of your leadership of this project?

Questions asked pre- and post-program:

- What is your understanding of power in this university-community partnership?
- What is your perception of the unique characteristics of South/Southwest Baltimore, and how those involved in UMBC Field School consider these characteristics as they work and learn with the Baltimore Field School?
- What is your understanding of the humanities and how the Baltimore Field School is centering the humanities in its work?
- What is your perception of UMBC and its work with communities in Baltimore?

Appendix B

Informed Consent Document Sent to Program Participants

Informed Consent – Project Evaluation

Project: Baltimore Field School 2021 (Pilot)

Thank you for your willingness to contribute to the evaluation of the Baltimore Field School. By completing the evaluation survey and participating in a focus group, you give your consent to have the information you provide utilized for the evaluation of the Baltimore Field School 2021 pilot. The information you share will be used only for the purposes of evaluating this project.

Purpose:

As a 2021 Baltimore Field School Fellow, you are invited to contribute to the evaluation of this program by completing a survey and participating in a focus group. The purpose of this evaluation is to collect information on how participants experience this program, how well this project meets its stated goals, and how aspects of the program may be further tailored to meet the needs of future participants. The results of this evaluation will be provided in a report to the project funders, The Andrew W. Mellon Foundation; Baltimore Field School principal investigators, community partners, program manager, and participants; and utilized for teaching and informational purposes.

Procedures:

For this evaluation, you are invited to complete a survey and to participate in a focus group. The survey is provided through Google Forms. Focus groups will be conducted and recorded through the Zoom.us internet application and will last approximately one hour. Audio and video will be recorded; participants are not required to be on video during the focus groups.

Risks:

Your participation in a survey and a focus group for this evaluation may cause minimal stress of finding and making the required time to do so. However, this is expected to be the extent of your discomfort in participation.

Benefits:

Your participation in this evaluation provides you the chance to reflect upon and evaluate your experience with the Baltimore Field School. Your participation in a focus group will allow you to talk about your experience with other participants. Providing your opinions and ideas for this evaluation will facilitate community building and information sharing among current and future participants of Baltimore Field School and contribute toward the project goal of developing ethical humanities research and teaching in Baltimore and cities like it.

Confidentiality:

Your name, identifying information, your survey responses, and information you provide during the focus group will be kept confidential. Only the program evaluator, Tahira Mahdi, will have access to survey and focus group data, including your opinions and identifying information. The evaluation report will serve the purpose of providing the opinions and ideas of the Baltimore Field School 2021 Fellows as a group. Any quotes taken from written survey responses or recorded focus group responses will be labeled only by role, i.e., whether the respondent is a professor or graduate student, and in those instances, only when relevant to the results and recommendations of the evaluation report.

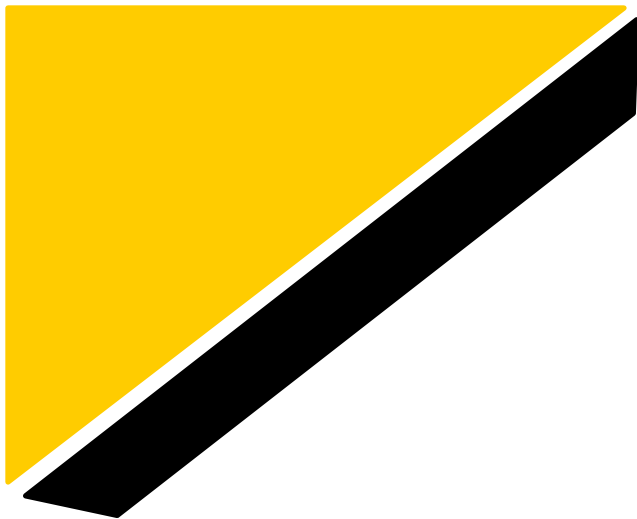
The audio-visual recording of the focus groups and the data from the Google form survey will be kept on the password-protected device of the program evaluator, Tahira Mahdi. The files will be deleted after the final evaluation report has been submitted to and accepted by Baltimore Field School principal investigators and the project funder, Andrew W. Mellon Foundation.

Voluntary Participation:

Your participation in this evaluation is voluntary and you may choose to withdraw from the focus group at any time or decide not to discuss certain topics. Your withdrawal from this evaluation will not negatively impact your status with the Baltimore Field School, partner organizations, or institutions related to the project.

Contact:

If you have any questions or concerns regarding the evaluation of the Baltimore Field School, please email Tahira Mahdi, Ph.D., program evaluator, at tahira.mahdi@gmail.com or call 240-416-6622.



Baltimore Field School 2.0: Undoing & Doing Anew in Public Humanities Evaluation Report

January 2023

Submitted to:

The American Council of Learned Societies

The Public Humanities Minor Program, UMBC

The Orser Center for the Study of Place, Community, and Culture in American Studies, UMBC

The Drescher Center for the Humanities, UMBC

Tahira Mahdi, Ph.D., Project Evaluator

tahira.mahdi@gmail.com

Mahdi, T. C. (2023). *Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities Evaluation*

Report. University of Maryland, Baltimore County.

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Executive Summary

As part of UMBC's Public Humanities program, **Baltimore Field School 2.0** creates a framework for UMBC graduate students, staff, and faculty to collaborate with community partners in building ethical and sustainable research and teaching projects focused on public humanities.

The American Council of Learned Societies (ACLS) has awarded a public engagement grant of over \$150,000 to support **Baltimore Field School (BFS) 2.0: Undoing & Doing Anew in Public Humanities**. The award further develops a planning intensive that moves away from extractive research models and helps build ongoing Baltimore-based humanities projects. The grant funds collaborative projects developed with community fellows and will focus on food and land justice, racial equity, and journalism/public information.

-www.BaltimoreFieldSchool.org

Purpose. This report details the preliminary evaluation of the Baltimore Field School 2.0 at the outset of the program's collaborative projects. A strong qualitative application is utilized to provide insight into community fellows' expectations, goals, attitudes, and concerns at the outset of their work with their University of Maryland, Baltimore County (UMBC) partners. The findings herein are intended to provide valuable information for shared understanding between BFS participants, future BFS programming, and contributions to ethical community-based work. Conclusions also speak to the principal investigators' success in implementing recommendations from the Baltimore Field School Pilot Program Evaluation (2022).

Initial goals. The Baltimore Field School was created and funded in 2019 to:

- 1) understand core challenges facing neighborhoods in Baltimore from a variety of humanities-centered methods;
- 2) cultivate a national model of effective, ethical humanities research, teaching, and learning on Baltimore and cities like it;
- 3) expand UMBC's infrastructure of engagement for public humanities research and teaching based in Baltimore.

The ACLS award broadens the reach of the **Baltimore Field School (BFS)**, launched through a \$125,000 grant from the Andrew W. Mellon Foundation in 2020.

Baltimore Field School 2.0.

Community Building and Support. BFS 2.0 includes opportunities for gathering, networking, and celebrating one another's work. Fall 2022 presented several opportunities for Baltimore Field School gatherings (below). BFS Community Fellows also invite one another (and the public) to events held by their organizations.

August 2022: Community Fellows Orientation

Baltimore Field School Social

September 2022: Peabody Heights Event and Project Launch

November 2022: Stories of Mera Kitchen Collective & BFS Showcase Event

Participants/Collaborations.

Focus	Community Fellow	Organization	UMBC Partner
Racial Equity	Betty Bland-Thomas	South Baltimore Partnership	Courtney Hobson, Staff
Racial Equity	Curtis M. Eaddy II	Presidential Brand	Bill Shrewbridge, Faculty
Racial Equity	Yesenia Mejia-Herrera	Creative Alliance	Tania Lizarazo, Faculty
Food and Land Justice	Aishah Alfadhalah	Mera Kitchen Collective	Sarah Fouts, Faculty
Food and Land Justice	Tisha Guthrie	Baltimore Renters United/Poppleton Now	Nicole King, Faculty
Food and Land Justice	Eric Jackson	The VAULT: A Digital Archive in Cherry Hill	Charlotte Keniston, Staff, Student
Journalism/Public Information	Cameron Granadino and Eddie Conway	Real News Network	Beth Saunders, Staff
Journalism/Public Information	Lisa Snowden-McCray	Baltimore Beat	Jasmine Braswell, Student/Staff

Evaluation Method. This preliminary evaluation comprises data from focus groups conducted in September 2022 with BSF 2.0 Community Fellows and UMBC Partners. In the interest of confidentiality and amplifying Community Fellows' perspectives, focus

groups were separated by roles, i.e., comprised exclusively of Community Fellows or of UMBC personnel. There were four focus groups in total.

Summary of Conclusions.

- Baltimore Field School 2.0 Community Fellows and UMBC Partners have confidence in the values and mission of the Baltimore Field School.
- BFS 2.0 has, thus far, successfully addressed conclusions and recommendations presented in the evaluation of the Baltimore Field School Pilot Program (2022).
- UMBC Partners want more opportunities to “troubleshoot,” share skills, and offer support to one another.
- UMBC Partners respect and trust Community Fellows’ expertise, leadership, and control of their projects.
- Community Fellows demonstrate more confidence than UMBC Partners in the shift of power from the university to the community, while UMBC Partners conveyed more concern over bureaucracy and details that may represent a power imbalance in these partnerships.

“How do we how do we utilize the interdisciplinary focus on humanities as a tool for popular political education?”

I've really got to give credit to the organizers of this.

And I do think it's pretty much steeped in the projects that all of the organizations in the cohort have talked about.” – Community Fellow

“I think that [our project] is the perfect kind of project to exemplify the humanities.” – Community Fellow

Summary of Findings.

Community Fellows and UMBC Partners:

- expect the Baltimore Field School to provide Community Fellows with not only funding, but resources.
- believe the Baltimore Field School can be transformative in shifting power to the community.
- view UMBC as “an institution.” Community Fellows were more likely to separate the institution from the specific people with whom they work. UMBC Partners were more likely to reference “bureaucracy” as a barrier to their work.

- communicated feelings of isolation due to the nature of their work, along with the hope that the Baltimore Field School could reduce this isolation by building this BFS community.
- look forward to deeper relationship building, and have confidence that strengthened relationships between organizations, Community Fellows, and UMBC Partners will be a powerful, transformative force.
- believe in the importance of knowledge and expertise generated by people who do not work within universities.

Community Fellows expect:

- publicity and amplification for their organizations.
- specific benefits to working with UMBC
 - professional/academic expertise
 - instrumental assistance with tasks
 - use of campus facilities
- to build organizational stability.
- to attract more organizational participation from young people.
- to build relationships with and learn from one another.

“The field school is a perfect example of how a university can really think holistically about the humanities.” –
UMBC Partner

“The thing that’s appealing about the field school is that it’s an expanded notion of the humanities” –
UMBC Partner

UMBC Partners intend to:

- connect Community Fellows to resources, funding, and other Community Fellows.
- learn from Community Fellows.
- support members of the communities with whom they are working and amplify their voices.
- provide community engagement opportunities for students.
- share stories without being extractive; commit to mutual benefit for these partnerships.
- build a community of UMBC scholars doing community-engaged work.

Summary of Recommendations.

1. Plan a monthly or bi-monthly virtual meeting for Baltimore Field School Fellows and UMBC Partners. Include Project Evaluator for process documentation and reflection.

2. Plan several BFS meetings on UMBC's campus.
3. Lead meetings on campus for the Field School's UMBC Partners to discuss their roles and work. Invite Community Fellows with no pressure to attend.
4. Schedule a Baltimore Field School newsletter that all participants can expect at the same time every month.

Baltimore Field School (BFS) 2.0 Principal Project Team.

Sarah Fouts, **Principal Investigator**, Assistant Professor, Department of American Studies; Public Humanities, UMBC

Nicole King, **Co-Investigator**, Associate Professor, Department of American Studies; Public Humanities, UMBC

Tahira Mahdi, **Evaluator**, Adjunct Professor, Department of Psychology, UMBC

Jasmine Braswell, **Program Coordinator**, UMBC

Evaluation, Reflection, Action with BFS 2.0.

Following the evaluation of the Baltimore Field School Pilot Program, principal investigators structured BFS 2.0 to foster deeper learning and relationship building. This new iteration includes:

- An extended timeline for the cohort
- UMBC personnel providing direct, instrumental work with Community Fellows on projects led by Community Fellows
- Focused areas: food and land justice, racial equity, and journalism/public information.
- The continued participation of several people from the pilot program, including community leaders and UMBC personnel.
- More focus on informal events for participants.
- Increased access to UMBC's campus for Community Fellows (providing campus card for access to campus shuttle and other campus amenities).

Baltimore Field School 2.0 Preliminary Evaluation Report

Community Building and Support

The Baltimore Field School provides opportunities for community building through meetings, socials, and publicizing the events of participating community organizations. The following events were sponsored by the Baltimore Field School between August 2022 and January 2023 when this report was completed.

Events.

Orientation plus Backyard Social.

The first formal meeting or orientation with the Baltimore Field School Community fellows and the Baltimore Field School project team was held at the Lion Brother's Building in Southwest Baltimore on August 4th, 2022 from 3pm to 5pm. This meeting offered more insight towards community work and was a great way for fellows to interact and get a grasp of the logistics of the fellowship. They discussed upcoming events of the semester and had a social sponsored event at Back Yard, which is a restaurant in the neighborhood, afterwards.

Peabody Heights.

The Peabody Heights Event on September 20th from 5pm to 8pm was to celebrate the launch of this new project. Baltimore Field School Fellows were able to connect with former and current collaborators with UMBC faculty and staff. This event involved networking and discussion around community work. Each fellow introduced themselves and their current projects.

Stories of Mera + BFS Showcase Event.

Stories of Mera featured Baltimore Field School fellows who presented their ongoing work. This event took place on November 29, 2022 from 6:30pm to 9pm at Mera Kitchen Collective in Baltimore. BFS Fellow, Yesenia Mejia, presented her work within the Latinx community which is part of the CIELO program and in collaboration with the Creative Alliance. Cameron Granadino, from The Real News Network, presented his work on the "Say their Own Word" series which is a prison archives project with Eddie Conway. This night also provided a platform for Aisha Alfadhalah and Mera Kitchen Collective

members to showcase their stories from around the world. The storytelling project was produced in collaboration with students in Sarah Fouts's Introduction to Public Humanities course. Nicole King's Humanities scholars students and Fouts's public humanities students took a shuttle from UMBC to participate in the event.

Gathering.



The BFS Community Fellows and project team take a photo after the orientation meeting in August 2022.



BFS Community Fellow Betty Bland-Thomas and BFS Program Coordinator, Jasmine Braswell, speak at the social after orientation in August 2022.



BFS event at Peabody Heights Brewery led a gathering of current and past community fellows, UMBC faculty, and staff to discuss their recent work in September 2022.



BFS Community Fellow, Aishah Alfadhah and a fellow Mera coworker watch the Stories of Mera showcase on November 29, 2022.



BFS Community Fellow Yesenia Meija presented at the Stories of Mera + BFS showcase on November 29, 2022.

Findings

Community Fellows' Perspectives

Community Fellows' responses were, overall, specific to their organizations and projects. The following themes reflect shared, general ideas, and quotes have been edited to respect individual confidentiality.

Expectations, Goals, Needs

Community Fellows need one another. This theme is prioritized based on the expressed hope and enthusiasm Community Fellows had for learning more about and more from one another. Fellows provided insight into the very personal, sometimes isolating nature of their work.

"I would really just want more opportunities and I don't know what you guys have planned, but just more opportunities to really talk to other fellows, because all of us are doing this thing that's kind of very singular. I think because all of us are doing work that is grassroots, we are kind of our organizations. So, it gets very easy to get very kind of lonely almost, or just kind of stuck in your own thing. So, really just making it more accessible to really talk to other people in this group will help me."

"Whether that looks like cultivating space for us to do that or we just do it ourselves but yeah. I think from there, you know, we'll find the right questions to ask each other."

Building relationships and community across organizations.

"It's another way of just pushing me outside of the walls of my office and into Baltimore to actually be of service to people in Baltimore."

"Probably most important, just relationship across organizations ... I think we could do it on our own, but I know that these types of projects and processes make it easier for us to go deeper in the relationships that we have ... finding new ways of being in community with each other, modeling that, exploring what it looks like."

“Connect with other people, see what they're doing and how can we collaborate on and understand ourselves better...”

Learning from other Fellows.

“Help to maybe offer up some perspective and directly or indirectly share expertise.”

“For me, it's to learn about other people's organizing, grassroots organizing, you know, to connect with y'all and see where these things line up and support in any way...”

Excited about publicity and amplification for their organizations' work. They believe that as the public learns more about what they are doing, the communities they serve will have more opportunities to communicate their needs. In turn, the organizations expect to better serve the needs of their communities.

“I'm really excited about us having like public events so that people can know that [our organization] exists and also let us know what they want [from the organization] ...”

Engaging more people with their organizations' work.

“I'm looking to really be as much of a place for the community to have a voice as possible.”

“I think really to just utilize some of the things that I've learned to really help engage others in the community, because there's so much energy and so much power and treasure in in our community, and I don't think a lot of people even recognize how much they have to give. So personally, I see myself benefitting from that.”

Possibility to increase the stability and foundation of their organizations. Included in this theme is how Fellows spoke about the time and space being made for them to better understand their organizations.

“Certainly, giving some space to kind of ponder and think through our next steps with the project...”

“With my projects, working on the micro, meso, and macro dynamics of rebuilding the connections in communities to hopefully ... stabilize that foundation, to prepare the community for [organization goal] and the possibilities that that brings.”

“It's already been showing an effect ... it's helping us to understand each other, the dynamics within each other and helping us [with] storytelling and understanding the community we're situated in.”

Specific benefits to working with UMBC.

- professional/academic expertise
- instrumental assistance with tasks
- use of campus facilities

“Just channeling and partnering so that the community has access to those hard resources, kind of like balancing the power dynamics...”

“Help to maybe offer up some perspective and directly or indirectly share expertise that might help and move forward the [project] that we're looking to do and possibly even amplify it as a way to connect with folks ... And then also, I think even helping us leverage other funding and ... I guess beyond expertise, also other laborers that might be able to help, students, or otherwise ... Then that could just be access to the facilities, connecting us to folks.”

Perception of UMBC and its work with communities in Baltimore.

Institution = negative or neutral. Community Fellows perceive UMBC much in the same way they perceive other state institutions (negatively or neutrally). Fellows are either unsure of UMBC's work and reputation or expecting the institution to conduct the usual business of community exploitation.

"Prior to meeting [UMBC Partner], I really haven't had much involvement with UMBC, so I'm really just getting acquainted with the level of involvement and engagement that the university is having with the community."

"I'm not sure about the UMBC sort of relation to [people from specific community] ... So, I would have to look into it, but I would be curious if anybody, if people [from this community] are graduating from UMBC."

"I think UMBC is trying to do, just like other liberal white institutions, to be in relationship with community. And I think from that perspective, I guess my perception is just that they're just trying ... These projects are important though, in shifting perceptions and perspectives on the institution at large. But I don't want to be too hasty to make the connection between what people do, what tenured or untenured folks do, or consultants do in relationship to UMBC with 'This is what the institution is.' So, I'm in that, I have that kind of tension right now."

BFS 2.0 = positive. As seen in the quote above, UMBC, the institution, can be regarded separately from the Baltimore Field School or individuals with whom Fellows are working or have established relationships.

Community Fellows feel confident in their work thus far and empowered in their collaborations. They made the distinction between this positive perception of BFS 2.0 and their UMBC Partners and their past experiences with institutions and programs.

"We worked with [UMBC Partner] specifically before, so I loved that we had a relationship. It wasn't like disruptive, but like, okay, we're going to start a project together."

"I was like, 'This is research? ... Is this just the grant money or is it the research?' They said it's in between community and research. And I'd never been approached by any other university who kind of saw that way."

Understanding of power in this university-community partnership.

BFS 2.0 Community Fellows spoke about power in different ways, simultaneously.

- **Power building with one another and their organizations.**
- **Power generated within the communities with whom they work.**
- **Power that has shifted toward them in this university-community partnership.**
- **The power of the institution, UMBC, to end the project.**
- **BFS 2.0's respect for knowledge generated outside the university and the BFS commitment to mutual benefit.**

"That makes me think of two different things. Number one is the power that we have, this kind of cohort has, in organizing ... The institution of UMBC means that they have power ... I feel like they could, if they wanted to, they could end this, they could kind of like hobble it. So, there's power in that way too. We can work together and make these bonds and help our education as long as UMBC kind of allows that to happen."

"I feel like we have the power. I don't know, but since it's our own project that we created, it feels the power has shifted from the institution to us. That's been my individual experience. So, I don't feel—there's some guidance and support—but I don't feel like there is a power dynamic where it's uncomfortable or anything like that."

"It feels genuine ... It feels like there's an acknowledgment that the ... real power comes from the community, and the institutions ... have a legacy of the financial and material and resource power, as far as that goes. And with acknowledging that the community is where the authentic power is, just channeling and partnering so that the community has access to those hard resources, kind of like balancing the power dynamics."

"So often, I feel like you go to university to learn that the true knowledge comes from the community, and so like there's clearly an understanding of that ... The whole part of the university that is embracing this [is] being cut and underfunded a lot. So, this sort of partnership is showing an understanding that we need to embrace the knowledge that is generated in the community..."

"I think power in general is the ability to influence outcomes by withholding or adding to ... I think that there has been, or at least alluded to, there has been some considerable efforts to have the dynamics of power be as ... mutually beneficial to all of those who are in the process, but I think that that has more to do with those who are at the helm ... I think that the higher ups could decide ... if we did too much, if we start stirring up stuff too much, I think it could shift. But also, with the first point about us having the collective power within the cohort, we can say we can shake some shit up too. So, I think the pendulum swings based on where the momentum is."

Understanding of the humanities and how the Baltimore Field School is centering the humanities.

In discussing the humanities, Community Fellows were likely to discuss the importance of Baltimore Field School's focus on the humanities with these projects. They also discussed the fact that the humanities are often underfunded and discounted.

"Humanities is really just about expression of human experience, through various mediums ... And I think from that perspective, or at least from my understanding there, then public humanities is about how do we make that available to the people? ... My goal would be, and which I think this project does, [is] how do we utilize the interdisciplinary kind of focus on humanities as a tool for popular political education? ... I've really got to give credit to the organizers of this for that. And I do think it's pretty much steeped in the projects that all of the organizations in the cohort have talked about."

"It seems that society at large is really beginning to devalue the humanities and focusing so much more on technology and the sciences, and the humanities seen as kind of soft and not as relevant and for UMBC, which is an institution that is ... nationally and world-recognized for its relevance in science and especially with promoting and producing, Africans of the extraction who are proficient and experts in the sciences. For that same university to be centering the humanities and recognizing its importance in elevating and improving communities, I think is really laudable."

"This project actually comes out of the humanities ... Frank Wilderson says that some of the deepest thinkers are in the humanities and I'm referencing him here because it's not often that we think about [this community of

people] as intellectuals. I think that this is the perfect kind of project to exemplify the humanities.”

UMBC Partners’ Perspectives

Goals and Expectations

Connect Community Fellows with resources and funding. UMBC Partners have previously established relationships with Community Fellows and are excited about:

- Connecting them to resources and funding.
- Connecting them to other Community Fellows.
- Learning from their expertise.

“I didn’t necessarily have all the tools needed to help [Community Fellow] just on my own, and so I was hopeful that the Field School would come back again, and then that would be a good opportunity for [Community Fellow] particularly to work in fellowship with other folks who are doing that kind of work around the city. And also, money. Money is also very helpful for folks like [Community Fellow]. My main goal was just to connect [Community Fellow] with UMBC and the resources available.”

“Another opportunity for [Community Partner] to connect and share [Community Fellow’s] great expertise and also get to learn from others in the group. And then the funding is a huge piece to be able to be able to funnel some of the resources of this great university into real good community work.”

Support people of the community.

“For me one of the motivations is to support members of [this] community who do a lot of work but sometimes are not necessarily included in community engaged projects, or specifically not as partners, more as subjects ... It’s just part of a practice of reciprocity and also making sure that the people more visible in [this] community are not necessarily people like me who are privileged ...”

Amplify community voices.

"I see this is just another point of interface with the community that we were able to make and, you know, sort of strengthen that relationship that has been ongoing for a while prior to the field school ... Just continuing that and enriching that and being able to help our community partners amplify their voices."

"I see this as a way to build on those sort of models of shared stewardship, to build a [project] where the [project] comes out of the needs and desires of the community rather than necessarily my [project] agenda or whatever. So, we're supporting ... amplifying the voices in the [project] ... making it more open for everyone."

Provide opportunities for students to be involved in community engagement.

"I think that programing which will include students is going to be very beneficial ..."

"Providing opportunities for our students, obviously, you know, to get them involved in the community."

Understanding of the humanities and how the Baltimore Field School is centering the humanities.**The sharing of stories without being extractive.**

"I think at its core, the Baltimore Field School wants to share stories and not have it be extractive, have it so that we empower the people ... empower them with the opportunity to share their own stories, as opposed to us coming in and sharing it for them."

"Obviously 'the humanities' is a set of disciplines, but it's like a way of looking at the world that centers the stories of individual people and groups of people rather than outside interpretations of those people."

“Using this as a way of sharing human experiences, which I think basically is what humanities is about ...”

Respecting that people outside of universities help to build knowledge.

“It's like the university inviting really vital people in to be a part of building knowledge that's human centered.”

“The Baltimore Field School is a good way to promote that kind of work, to promote a different kind of humanities that is centering another type of research project and specifically thinking about knowledge production as a collaborative process instead of as an individual one that is only benefiting specific people.”

Perception of UMBC and its work with communities in Baltimore.

UMBC is a place where people do community-engaged work.

“That's one of the reasons why I was attracted to UMBC and probably one of the reasons why I got the job, and because I think that there's this interest in community-based research. And it's been good to have a community of people who are doing work that is not necessarily what it's in our job description.”

“The institution wants us to be doing community-based work ... There's so many different folks UMBC who are engaged in different types of community-based work, that it feels like sort of a patchwork, you know ... I'm sort of constantly discovering people who already have relationships, who have programs that they've been running...”

Community-engaged work at UMBC is both siloed and isolating.

“It just seems like there's a huge variety... It's not very centralized, which is probably for the better, honestly. But I appreciate, with the Field School, being able to hear and learn about these very specific projects and initiatives that are going on ... So, I like that the Field School sort of enables the

patchwork of projects to happen, but also has an apparatus for sharing experiences and just getting to discover and learn what other people are doing, which ... generates additional connections."

UMBC is doing well with community-engaged work, but many things need improvement.

UMBC Partners see UMBC as a place that is "progressing" or "evolving" in its community-engaged work.

"Over the time that I've been here ... I've seen that focus really change to really thinking about justice and thinking about power dynamics and [campus department] is working really hard to build really mutual relationships that have mutual benefit so that our students are learning really important things from the communities that they're working with and they're providing a real service."

"I would say it's evolving, you know? ... In probably in the last couple of decades, we're seeing some progress in this area ... UMBC is kind of unique physically in that it's really kind of isolated, over there in this pocket. So, it really does require effort to bring the community in and go out into the community in ways that a lot of other institutions aren't challenged by that."

UMBC Partners named several areas of improvement for UMBC to realize its goal of truly supporting community-engaged work.

Increase UMBC's financial investment in Baltimore City.

"There's so much more investment that the university could do into the city that they could put money towards ... While sometimes it gets publicized by the university, outside of just publicizing it, I don't know if there's any interest in any additional investment ... they can say that the work's really good, but I know that they don't put money behind certain things."

Bring more people from Baltimore City to campus—as enrolled students and as experts.

"I get that their focus is they want to reach more than just this region. But I feel at least, at least from my perspective of being privy to recruitment efforts ... the university doesn't really focus on Baltimore City that much."

"We can pour all we want ... money into Baltimore City. But if we're not bringing Baltimore City students into the university, that's like a pretty big blind spot."

"I think there's more interest in inviting other academics on campus ... like us, as experts, and not necessarily in inviting community members, which in a way doesn't necessarily promote ... a collaboration that is not extractive. And if we are only seeing community members as people who can support other people's projects and research instead of recognizing their expertise ... then I don't think that we're doing a good job."

Bureaucracy presents barriers to collaboration.

UMBC Partners spoke about university bureaucracy as a barrier to community-engaged work. Comments on bureaucracy are included in the discussion of **power**, below.

Understanding of power in this university-community partnership.

UMBC Partners expressed respect for the Community Fellows' expertise and leadership in their respective projects. They spoke of their own roles as providing support and occasional ideas.

Community Fellows are the experts.

"The Field School gives that opportunity of treating our fellows with the respect that they deserve as experts in their given field or projects. And I think having a university take that approach with a community ... is really powerful..."

"This is [Community Partner's] project and we just want to make sure that [Community Partner] can realize out of it what [Community Partner] wants."

Bureaucracy is unavoidable.

"This type of work can often be extractive, and the power resides with, in this case, the university who got the grant funding, and the University's infrastructure and processes end up directing how people get paid and the timeframe in which the work is accomplished. But I think just the nature of this type of grant-making process and UMBC as a state institution, which we know is incredibly bureaucratic, there's just a kind of built-in power dynamic that I think is impossible to completely get rid of."

"We are [inaudible] this bureaucracy, which is necessary, you know, to be this conduit. I think especially the folks that are involved with the Field School really seem to be committed to making that as transparent and not as much of a barrier for having this direct partnership with the community."

UMBC Partners are committed to mutual benefit in these projects.

"I am very committed to making sure that there is a reciprocal benefit to our partners in the community, and if that is not there, then I don't think we should be there. You know, I think they really need to be benefiting. It needs to be a two-way street."

Power shows up in everything; thinking about power is unavoidable.

"I think about like where we have our meetings, like are they places that are easy for people to get to? Are they places that feel comfortable for someone for whom Higher Ed is not a home?"

"I think that even though most of us like have previous relationships with the people we're working, even this relationship when there's money involved. Even if we're not managing it directly creates some kind of sense that they need to report to us. And I think that that's, like, unavoidable. I feel that my relationship [with the Community Fellow] previous to this has been mediated by other things. And then you can see how bringing some kind of institution or program, even if it's trying to do the opposite, I think that there's going to be some tension there that might need to be just addressed

... I think that like power is kind of like an endless haunting presence when we are doing this kind of like work, and it needs to be addressed."

How this Baltimore Field School experience will benefit UMBC.

As noted above, UMBC partners referred to their work as "siloe" and "isolating," but they believe that BFS is helping to build a community of scholars who support community-engaged work.

Building community.

"I've been doing community work for a long time, and it often felt like lonely and isolating and really hard sometimes that I didn't have people to talk to about that. And then, all of a sudden, there was this community of people who were talking about these things and being connected to each other. So, I think it is helping to build this momentum for really good, ethically grounded, community-engaged work and building a community of people, of scholars, of staff who know how to support that, of engaging students in that work..."

"One of the benefits of that, beyond a force normalizing reciprocity in community-engaged research, and also making visible like this type of work as not the work of one department or one researcher, but it's really just like a network of people who are making this type of work possible. And that, of course, includes community members."

BFS projects are beneficial for students and their education.

"I think that programing which will include students is going to be very beneficial ... The model of which was bringing in intellectual lecturers, people who often are only in a university setting or thought of in this sort of more rarefied world to come in and have really robust discussions with people in [this community] ... Having students just know more about the project [Community Partner] did and then all of the sort of ideas and questions that come after that will be really beneficial for just thinking about how their education isn't just restricted to the university classroom and that there is like real community impact and political engagement involved that can affect everyday lives ..."

"This is a great opportunity for my students. I actually embed this project in my syllabus and the students are working ... on this and will actually be going out into the community."

One UMBC partner hopes believes the BFS experience will support the recruitment and retention of students from communities that are not well-represented at UMBC.

"I think that what came to mind when you asked the question was about the issue of recruitment and retention, specifically of students [from this community] and faculty and staff at UMBC ... Part of what I'm interested in doing is [to] create a community."

What UMBC Partners need.

Opportunities to talk, troubleshoot, share skills, and offer support.

"I think particularly having these dyads of community university people coming together, those relationships are really challenging ... We're used to [a] very strict agenda ... like staying on task and what we need to do, and that can cause a rub when you're working with a community partner that's used to hustling for every dollar that they bring in and having to try 15 different things out to see like what gets funding ... Using this group as a way to talk about how we make it work and how we make it work really well for the university people, for the partners, how we come out of these projects feeling and being successful and also still friends at the end of it."

"More opportunities for the group to kind of come together and share our skills and discuss how we can be in service to each other, as well."

"Sharing resources and knowledge ... we need to, to find ways of reimagining research and collaboration with communities in a way that understands the challenges that we're having ... All those things that are happening really need to inform the way we do research and how we can adopt our tools and methods ... I think that we have a responsibility and as an institution, we need also to update maybe what it means to actually support and collaborate with communities, which in some cases I think that it means showing up before like we even like think about projects."

UMBC Partners need support from the UMBC, not just from Baltimore Field School.

“The Field School’s only happening because we have outside funding. The funding for this isn’t coming from the university. So, it’s really hard to imagine that without that support that this type of work would go on.”

“The pressure of finding the new shiny thing. And I think that it’s across the university, and it’s either a building or a new project. There’s like a lot of pressure of moving fast, and that goes like against this slow pace of what these type of projects require.”

“I feel like that’s the story of our lives, you know? It’s easier to get the resources together and muster the force for the initial project. And then once that’s over with, like, how do you keep that going while you have all the other wheels spinning is really difficult. So, if the question is what ways could be supported, I think, just from a very practical level, it’s the ongoing money, the ongoing staffing, the ongoing support from the university that this work is valuable...”

“I think that if UMBC is going to be vital and relevant in the long term, that work needs to be really central to what we’re putting money into.”

UMBC Partners emphasized “continuing to show up.”

“They kind of focused on [Baltimore City] a bit when the Uprising happened, as you know, everyone did. That was the new trendy thing. And I was like, okay, who’s still going to be here? You know, however many years later?”

“It’s also a case of continuing to show up. I think as we build these relationships, how we sustain them over time beyond the initial projects that we put together ... It presents challenges after a while because you have so many things going on that are sustaining. It’s a challenge sometimes to stay focused on these long-term partnerships.”

Is there anything about yourself, your work, Baltimore, or other relevant information that you would like to be included for reflection in this report?

This was the final question in every focus group, and answers ranged from very broad to very specific. Specifics are included at the evaluator's discretion, as in one case, a Community Fellow wanted to take this opportunity to honor and credit their co-Fellow, who was unable to participate in a focus group.

"I believe that the only way we're going to get any modicum of liberation, freedom, sovereignty, whatever we're striving for, it's going to be through the deep relationships and the transformative power of those relationships.

And so, because that's a bedrock for [our organization], I think it's important to acknowledge that, that this process at least is attempting to do that. I think if there's a role for white institutions to help us in our struggles toward liberation, that's one of the ways that we can do that ... I want to have a good time. Well, I think we're going to have a good time." –

Community Fellow

"I've been in conversation with several people around the unique nature of Baltimore and where we are now, and I know Baltimore has so many, so many issues, and it's felt for a while that there's been this denial on the level of the electeds, this denial of what's really happening in our city. And I think we're at a point now where people are really starting to acknowledge that there is—for us to move forward—there has to be a holistic healing. We've been talking about 'trauma-informed' ... and it's been a very limited sense that it's discussed ... We grab on to these trendy words. And trauma is real.

And I believe in trauma-informed care, but we also have to speak the language of the people too. And people understand what 'healing' means. People understand what 'spiritual warfare' is, you know, and when you start speaking the language of the people, then you include them, and you give them reason to listen and start engaging ... I wish our city could just be a little bit more candid and a lot more transparent and start speaking the language of the people so that we can start moving forward, because our city is really is dying in a lot of ways, while at the same time, there's still so much potential and room for revitalization." – Community Fellow

"I got involved in this when I was in an Ethnic Studies course at UC Riverside and Eddie Conway called in from Jessup Prison, and he called in to Riverside and lectured there for an hour in front of 300 students. And he had 20-minute increments to call, and he did it. And he was released in 2014 after serving 45 years in prison. He was a political prisoner. And he organized throughout the majority of that time, and he was released under the Unger case that released 200 people that should have been released 32 years prior.

And he's the one who organized this [project] ... And so, not only did he spend that amount of time in prison organizing, but when he was released, he went into the community and started organizing in Gilmer Homes, which has the highest incarceration rate in Maryland. And also, where Freddie Gray was arrested. And so, he was there and organizing even after. He could have done other things, you know, many other things. And he provided me with a job, my dream job to do this. So, this this project is really about how political prisoners inspired people to organize in the community. And there's many people in there right now exactly like him talking about how we need to come together and deal with climate change, how they're talking about black masculinity, having these conversations, you know? Because so many so much of the time, people who are incarcerated are represented in a certain way and they're not represented as feminists ... in certain circles, there is a lot of discussion around that. So yeah, so I would sum it up in that way--how political prisoners inspire people to organize in community. And I'm just humbled to be part of this and sharing space with everybody else." –

Community Fellow

"And obviously at a university there's a bit more flexibility in terms of funding and ... I'm at a place where I want to use what I have access to, use my privilege for good. And that's kind of something I've been craving is, I always think about, does my job matter? What I do every day, does it matter? And doing stuff like that and being able to connect [Community Fellow] to UMBC I think is something I'm very proud of." – UMBC Partner

"For me, it'd be interesting to think about research practices during two ongoing pandemics. I think that'd be a good conversation. And I think there's pressure to stop talking about that ... It's related to accessibility because everyone—not only because of the pandemic but for different reasons—can have any type of like health issue at any time. And if it's not them, it's their families. And I know that that causes a lot of anxiety, especially for

community members, especially related like to specific things like specific events or specific timelines ... I would like to see a more explicit conversation, because I think that while I really appreciate that the Baltimore Field School has never been about output, or about hard deadlines, or about showing off what we do, the question of power is, it's always there. So not everyone feels comfortable bringing up that they're sick or they don't feel comfortable participating in things in person. So, I think that the more we normalize productivity or showing up over community care, then we are actually not necessarily practicing the values that we say we are.” – UMBC Partner

“Speaking for myself and my staff, everyone is at a level of burnout that makes it very hard to just do your everyday work. And I'm sure that the communities that we're working with are facing the same, you know, trauma and burnout that we are. So maybe just as a pre-evaluation going into it with the sort of grace and knowledge that everybody has been struggling.” – UMBC Partner

Conclusions

- Baltimore Field School 2.0 Community Fellows and UMBC Partners expressed confidence in the values and mission of the Baltimore Field School. While the relationship in each university-community dyad was established before their participation in BFS 2.0, participants expect that BFS 2.0 will strengthen these connections.
- BFS 2.0 has addressed conclusions and recommendations presented in the evaluation of the Baltimore Field School Pilot Program (2022) by increasing informal gathering opportunities. This has been accomplished mainly by publicizing and supporting Community Fellows' events as ways to celebrate one another's work.
- In this preliminary evaluation of BFS 2.0, UMBC Partners did not use the terms “informal” or “formal” to describe meeting options but stated that they want more opportunities to “troubleshoot,” share skills, and offer support.
- UMBC Partners demonstrated respect and trust in Community Fellows' expertise, leadership, and control of their projects. They perceive their own roles to be

supportive for the Fellows, organizations, and respective communities while they learn from the work.

- Community Fellows demonstrated more confidence in how the Baltimore Field School could support their organizations in serving their communities, and they demonstrated more confidence in the shift of power from the university to the community. UMBC Partners conveyed more concern over bureaucracy and details such as meeting locations that may represent a power imbalance in these university-community partnerships.

Recommendations

1. **Plan a monthly or bi-monthly virtual meeting for Baltimore Field School Fellows and Partners.** Participants in BFS 2.0 look forward to establishing deeper relationships and learning from others' expertise. Using an optional, drop-in format with a loosely planned agenda can offer space for Fellows and Partners to talk through issues, offer support, and get to know one another. Include the Project Evaluator to document concerns and successes for process evaluation.
2. **Plan several BFS meetings on campus.** UMBC Partners were more likely to express concern that meetings on campus would violate a balance of power in these partnerships. However, Community Fellows expressed interest in campus resources. Inviting Community Fellows to campus for BFS meetings or tours of facilities and resources may help them to further visualize and articulate the specifics of how the Baltimore Field School can be of service.
3. **Lead meetings on campus for UMBC Partners to discuss their roles and work.** As BFS 2.0 is encouraging informal gathering at community events, this cohort of UMBC Partners also craves opportunities to troubleshoot and share skills. These meetings can offer both in-person and virtual options.
4. **Schedule a Baltimore Field School newsletter that all participants can expect at the same time every month.** A "newsletter" can be a straightforward email of updates, with an invitation for participants to contribute community events, project successes, and calls for support.

Reference

Mahdi, T. C. (2022). *The Baltimore Field School Pilot Evaluation Report*. University of Maryland, Baltimore County.

Appendix A

Focus Group and Interview Questions

Questions asked in focus groups with Baltimore Field School Community Fellows:

1. How do you expect your experience with the Baltimore Field School to serve the needs of your organization?
2. What are your personal, individual goals for working with the Baltimore Field School?
3. What is your perception of UMBC and its work with communities in Baltimore?
4. What is your understanding of the humanities and how the Baltimore Field School is centering the humanities in its work?
5. What is your understanding of power in this university-community partnership?
6. What type of support would you like to see or receive from other fellows?
7. The pre-evaluation report is one way to get community fellows and their UMBC partners on the same page as they begin their work together. Is there anything about yourself, your organization, Baltimore, or other relevant information that you would like to be included for reflection in this report?

Questions asked in focus groups with UMBC Partners:

1. What are your personal, individual goals for working with the Baltimore Field School?
2. What is your understanding of the humanities and how the Baltimore Field School is centering the humanities in its work?
3. What is your perception of UMBC and its work with communities in Baltimore?
4. How do you expect your experience with the Baltimore Field School to benefit UMBC?
5. What is your understanding of power in this university-community partnership?
6. What type of support would you like to see or receive from other fellows?
7. The pre-evaluation report is one way to get community fellows and their UMBC partners on the same page as they begin their work together. Is there anything about yourself, your work, Baltimore, or other relevant information that you would like to be included for reflection in this report?

Appendix B

Informed Consent Document Sent to Program Participants

Informed Consent – Project Evaluation

Project: Baltimore Field School (BFS) 2.0: Undoing & Doing Anew in Public Humanities at UMBC

Thank you for your willingness to contribute to the evaluation of the Baltimore Field School 2.0 project. By completing the evaluation survey and participating in a focus group, you give your consent to have the information you provide utilized for the evaluation of the Baltimore Field School (BFS) 2.0 project. The information you share will be used only for the purposes of evaluating this project.

Purpose:

As a member of the Baltimore Field School 2.0 Cohort 2022-2023, you are invited to contribute to the evaluation of this program by completing a survey and participating in a focus group. The purpose of this evaluation is to collect information on how participants experience this program, how well this project meets its stated goals, and how aspects of the program may be further tailored to meet the needs of future participants. The results of this evaluation will be provided in a report to the project funders, American Council of Learned Societies (ACLS); Baltimore Field School principal investigators, community partners, program manager, and participants; and utilized for teaching and informational purposes.

Procedures:

For this evaluation, you are invited to complete a survey and to participate in a focus group. The survey is provided through Google Forms. Focus groups will be conducted and recorded through the Zoom.us internet application and will last approximately one hour. Audio and video will be recorded; participants are not required to be on camera during the focus groups.

Risks:

Your participation in a survey and a focus group for this evaluation may cause minimal stress of finding and making the required time to do so. However, this is expected to be the extent of your discomfort in participation.

Benefits:

Your participation in this evaluation provides you the chance to reflect upon and evaluate your experience with the Baltimore Field School. Your participation in a focus group will allow you to talk about your experience with other participants. Providing your opinions and ideas for this evaluation will facilitate community building and information sharing among current and future

participants of Baltimore Field School and contribute toward the project goal of developing ethical humanities research and teaching in Baltimore and cities like it.

Confidentiality:

Your name, identifying information, your survey responses, and information you provide during the focus group will be kept confidential. Only the program evaluator, Tahira Mahdi, will have access to survey and focus group data, including your opinions and identifying information. The evaluation report will serve the purpose of providing the opinions and ideas of the Baltimore Field School 2.0 Community Fellows and their UMBC partners as groups. Any quotes taken from written survey responses or recorded focus group responses will be labeled only by role, i.e., whether the respondent is a community fellow or UMBC partner, and in those instances, only when relevant to the results and recommendations of the evaluation report.

The audio-visual recording of the focus groups and the data from the Google form survey will be kept on the password-protected device of the program evaluator, Tahira Mahdi. The files will be deleted after the final evaluation report has been submitted to and accepted by Baltimore Field School principal investigators and funder, ACLS.

Voluntary Participation:

Your participation in this evaluation is voluntary and you may choose to withdraw from the focus group at any time or decide not to discuss certain topics. Your withdrawal from this evaluation will not negatively impact your status with the Baltimore Field School, partner organizations, or institutions related to the project.

Contact:

If you have any questions or concerns regarding the evaluation of the Baltimore Field School, please email Tahira Mahdi, Ph.D., program evaluator, at tahira.mahdi@gmail.com or call 240-416-6622.



Baltimore Field School 2.0: Undoing & Doing Anew in Public Humanities at UMBC

Final Evaluation Report

August 2023

Submitted to:

The American Council of Learned Societies

The Public Humanities Minor Program, UMBC

The Orser Center for the Study of Place, Community, and Culture in American Studies, UMBC

The Dresher Center for the Humanities, UMBC

Tahira Mahdi, Ph.D., Project Evaluator

tahira.mahdi@gmail.com

Mahdi, T. C. (2023). *Baltimore Field School 2.0 Final Evaluation Report*. University of Maryland, Baltimore County.

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Appendix A. [Baltimore Field School 2.0: 2022-2023 Digital Media Reflection](#) ...[video link]

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Executive Summary

As part of UMBC's Public Humanities program, **Baltimore Field School 2.0** creates a framework for UMBC graduate students, staff, and faculty to collaborate with community partners in building ethical and sustainable research and teaching projects focused on public humanities.

The American Council of Learned Societies (ACLS) awarded a Sustaining Public Engagement Grant of over \$150,000 to support **Baltimore Field School (BFS) 2.0: Undoing & Doing Anew in Public Humanities**. The award further developed a planning intensive that moves away from extractive research models and helps build ongoing Baltimore-based humanities projects. The grant funded collaborative projects developed with community fellows focusing on food and land justice, racial equity, and journalism/public information.

www.BaltimoreFieldSchool.org

Purpose. This report serves as the final evaluation of the Baltimore Field School 2.0: Undoing & Doing Anew in Public Humanities at UMBC (BFS), at the conclusion of the 2022-2023 grant period. A strong qualitative application is utilized to provide insight into community and university Fellows' successes, challenges, and recommendations at the culmination of their community-based humanities projects. The findings herein are intended to provide valuable information for shared understanding between BFS participants, for future BFS programming, and for the development of ethical community-based work models.

Initial goals. The Baltimore Field School was created and funded in 2019 to:

- 1) understand core challenges facing neighborhoods in Baltimore from a variety of humanities-centered methods,
- 2) cultivate a national model of effective, ethical humanities research, teaching, and learning on Baltimore and cities like it, and
- 3) expand UMBC's infrastructure of engagement for public humanities research and teaching based in Baltimore.

Specific goals for 2022-2023 Baltimore Field School. For this grant period, BFS intended to:

- 1) develop ethical principles for public humanities research and teaching,
- 2) plan and design the programming with our eight Community Fellows,
- 3) support the ongoing programming of BFS Community Fellows, and
- 4) host the BFS 2.0 Summer Intensive in July 2023 with a cohort of 11 graduate students, faculty, and staff from the University of Maryland, Baltimore County (UMBC).

Based on qualitative data collected from interviews with BFS Fellows, BFS reached these goals and, further, succeeded in:

- reaching broad audiences and engaging with more communities than anticipated,
- facilitating new relationships between communities and organizers, and
- demonstrating influence and impact beyond the scope of BFS programming.

Evaluation Method. This evaluation comprises data from interviews conducted in June 2023 with paired Community and UMBC Fellows. Seven of the eight project teams participated in this evaluation. Participants were not offered confidentiality, and instead were asked to provide their consent to record the interviews and to use their voices and images in the [Baltimore Field School 2.0: 2022-2023 Digital Media Reflection](#) [video] that serves as an appendix to this report. In this report, attribution is provided for selected quotes and topics, in the interest of education and relationship building. All participants are offered the opportunity to review this report before it is submitted to parties outside of the Baltimore Field School Investigators and Fellows.

This evaluation also includes quantitative data from a survey administered through Google Forms at the completion of the BFS Summer Intensive in July 2023.

Baltimore Field School 2.0.

Participants/Collaborations.

Focus	Community Fellow	Organization	UMBC Partner
Racial Equity	Betty Bland-Thomas	South Baltimore Partnership	Courtney Hobson, Staff
Racial Equity	Curtis M. Eaddy II	Presidential Brand	Bill Shrewbridge, Faculty

Racial Equity	Yesenia Mejia-Herrera	Creative Alliance	Tania Lizarazo, Faculty
Food and Land Justice	Aishah Alfadhalah	Mera Kitchen Collective	Sarah Fouts, Faculty
Food and Land Justice	Tisha Guthrie	Baltimore Renters United/Poppleton Now	Nicole King, Faculty
Food and Land Justice	Eric Jackson	The VAULT: A Digital Archive in Cherry Hill	Charlotte Keniston, Staff, Student
Journalism/Public Information	Cameron Granadino and Eddie Conway	The Real News Network	Beth Saunders, Staff
Journalism/Public Information	Lisa Snowden-McCray	Baltimore Beat	Jasmine Braswell, Student/Staff

Community Building and Support. BFS 2.0 included opportunities for gathering, sustaining connections, and celebrating one another's work.

August 2022: Community Fellows Orientation

Baltimore Field School Social

September 2022: BFS Fall Social and Project Launch at Peabody Heights

November 2022: BFS Fall Showcase Event at Mera Kitchen Collective

March 2023: BFS Spring Social at The Back Yard

April 2023: BFS Spring Showcase at The Real News Network

July 2023: BFS Karaoke Party at Old Major

Community Partner Events. BFS Community Fellows also invited one another—and the public—to their organizations' events and public rallies through the BFS [Notes from the Field](#) monthly newsletter.

BFS 2.0 Summer Intensive. During the week of July 17-21, 2023, a cohort of 11 graduate students, faculty, and staff from UMBC participated in daily programming of panels, walking tours, discussions, presentations, and project development. [\[Link to schedule\]](#). All 8 Community Fellows were active in planning sessions for the itinerary. Each Community Fellow, often partnering with a UMBC Fellow, organized a session.

These sessions took place mostly in UMBC's west Baltimore downtown classroom in the Lion Brothers Building. Programming also included offsite sessions hosted by community partners all over Baltimore City: Baltimore Underground Science Station, Southeast Community Development Corporation, Creative Alliance, Red Emma's Coffee Shop, and Black Yield Institute. The UMBC Fellows presented on their ongoing public humanities projects and were able to connect with each other along with Community Fellows and panel participants to further develop their respective projects.

Electronic Media to Cultivate Connections.

- The BFS [website](#) provides information on its mission, Fellows, their projects, events, updates, and a Public Humanities "playlist," a list of references and texts.
- A monthly newsletter, [Notes from the Field](#), was sent to over 100 people working on public humanities and other community-based projects in the Baltimore Region. BFS Fellows submitted items including their organizations' event information, flyers, achievements, opportunities for collaboration, and calls for support.
- The [Baltimore Field School 2.0: 2022-2023 Digital Media Reflection](#) [video] was created both to supplement this evaluation report and to provide public documentation of what the Fellows achieved through their fellowship experience.

"This project is about engagement and helping and giving communities like ours access to the kind of resources and the accessibility that is available at colleges." – Community Fellow Betty Bland-Thomas

"The project—going from just being Curtis and Eric to being eight different people and how do they collaborate—is realizing as academics and university employees that we support the work that's ongoing, and that it's not our work, and it has its own life. – Nicole King, Co-Investigator

Summary of Findings.

- BFS Community and University Fellows, overall, had positive experiences working with one another on projects, and expect to sustain their relationships and continue their work past the 2022-2023 grant period. Fellows credit the establishment of relationships before the grant for their ability to communicate and work through expected and unexpected challenges.

- Fellows shared their projects with new and diverse audiences over the course of their fellowships by hosting public events, participating in conferences, and spotlighting multiple projects at BFS fall and spring showcases.
- Fellows learned new insights about building ethical, sustainable community-university partnerships that they believed would benefit future BFS participants.
- Fellows made mutually beneficial connections and have started or are planning new collaborations with one another or with others they have encountered through this fellowship.
- Most of the Community Fellows reported that they experienced increased self-efficacy in their leadership and confidence in the impacts of their projects on their communities—and in ways they did not expect.
- Challenges in project execution included neglect by Baltimore City public service agencies, grieving personal losses, and unexpectedly having to learn new technologies.
- Some UMBC Fellows would have liked more instruction on their roles as mentors or partners on projects.
- UMBC Fellows are seeking new ways to engage students in “field” work. Lack of institutional support and funding is the primary barrier.
- Accessibility remains an issue with BFS programming, including provisions of electronic means to participate in events and considerations of covid precautions.
- Institutional bureaucracy remains a major concern in continuing the Baltimore Field School’s mission of building ethical models of humanities research and teaching.

“The importance of building these long-term relationships...when you really kind of put that time in, and you think about different ways that you can contribute or you can think about different questions to ask, I think that’s important. And then even building out and connecting with other groups or organizations to kind of have this kind of multi-sided project...”
 – Principal Investigator Sarah Fouts

Summary of Conclusions.

- BFS 2.0: Undoing and Doing Anew in Public Humanities at UMBC was successful at meeting the goals it established at the outset of the ACLS public engagement grant. This is evidenced by the successes of the various Baltimore Field School 2.0 projects described herein.
- Scheduled social gatherings, as well as BFS’ use of electronic media (website updates and monthly newsletter), provided social and professional connections, reduced

feelings of isolation, and facilitated new opportunities for collaborations between communities and organizations.

- Participants' concerns about the Summer Institute closely matched concerns participants had with the 2020 (virtual) Summer Intensive (Mahdi, 2021). Specifically, some participants mentioned wanting more time to debrief after panels, more time to get to know one another, and more diverse racial/ethnic representation.
- Full implementation of recommendations from the BFS 2.0 Preliminary Evaluation Report (summarized below) will address Fellows' concerns such as electronic accessibility for events, development of new methods for engaging students and classes, providing more guidance for UMBC Fellows, and informing Community Fellows of the campus resources available through their fellowship.
- Fellows met most of the goals and expectations they set forth in the BFS 2.0 Preliminary Evaluation (Mahdi, 2023a).

Summary of Recommendations.

1. Budget for an additional Baltimore Field School staff position to support event and meeting planning.
2. Budget and prepare for electronic access to BFS Showcase events.
3. Include optional monthly or bi-monthly "drop-in" virtual social gatherings for Fellows and the BFS network.
4. Plan several BFS meetings on campus so that Community Partners may become more familiar with the campus resources available through their fellowship.
5. Schedule on-campus meetings for UMBC cohorts to discuss their roles and share strategies for student and class engagement.

"The community also needs to see [by] example that yeah, it is possible ... but you should not be ashamed, having that support... It helps with your motivation that you are capable of doing things too." – Community Fellow Yesenia-Mejía-Herrera

Baltimore Field School (BFS) 2.0 Principal Project Team.

Sarah Fouts, **Principal Investigator**, Assistant Professor, Department of American Studies; Public Humanities, UMBC

Nicole King, **Co-Investigator**, Associate Professor, Department of American Studies;
Public Humanities, UMBC

Tahira Mahdi, **Evaluator**, Adjunct Professor, Department of Psychology, UMBC

Buffy Illum, **Program Coordinator**, Creative Achievement and Research Administration
Team (CARAT), UMBC

Jasmine Braswell, Program Coordinator, 2022 through March 2023

Baltimore Field School 2.0 Final Evaluation Report

Findings

Qualitative Findings, Fellows

These results are based on qualitative interviews with 13 Baltimore Field School 2.0 Community and UMBC Fellows, including the Principal and Co-Investigator.

Project Successes.

Baltimore Field School is a project comprised of—among other elements—eight different community-based humanities projects led by Community Fellows and supported by University Fellows. Each project has its own inventory of successes that, together, indicate the overall success of Baltimore Field School 2.0.

BOC Joy (Bringing Our Community Joy), Organization: Baltimore Renters United.

“I think it was very successful. And I think we really did accomplish what we set out to, namely [to] provide space or to reclaim that space and to...invite people to utilize a space that kind of symbolizes the disrespect and disregard that the city has for some of these communities. And bring joy, you know, just reclaim it, use it in a in a manner that really addresses some of what’s lacking in some of our community, is just a space to get out, to commune, to have some food and fun.” – Tisha Guthrie, Community Fellow

“I feel like Tisha did have a theoretical idea with the BOC Joy Project that has informed some things on the ground that have been really successful: the Community Soundstage and how they've evolved to really grow and to be connected to the Baltimore Renters United citywide meetings.” – Nicole King, Co-Investigator, UMBC

History and Preservation of Sharp-Leadenhall, Organization: Historic Sharp-Leadenhall [formerly South Baltimore Partnership].

“The name has been changed [from South Baltimore Partnership] to Historic Sharp-Leadenhall as part of my project, which is preservation ... It was our goal to partner with other communities and strengthen our, let's say, our advocacy as a collective ... But under Courtney's leadership, we did, and we have a community organization, which I'm the president ... We formed a senior committee. We formed what we call our Heritage Committee. We also formed a youth committee and family committee ... And then the preservation group, which I'm also on, is doing a lecture series and our first date is July the ninth [2023] ... So these committees have met and they're functioning now, and it's happened with the overall project, but it's also getting more people in a participatory sort of interaction ... And I think that was real evident of the rallies that we've had.” – Betty Bland-Thomas, Community Fellow

“Betty now has contacts and relationships with people that she didn't have prior to this. So, she's at least now in the room having conversations with people that she didn't have before, which is my primary goal with working with Betty ... I think we're in the right path.” – Courtney Hobson, UMBC Fellow

Representations of Indigenous Traditions from Latin America in Baltimore, Organization: Creative Alliance.

*“I started with this project and thinking that I was going to connect with a lot of people from the community. But I started also doing research with people outside the community, like in Mexico, reconnecting with my own roots.
–Yesenia Mejía-Herrera, Community Fellow*

“But one of the things that we always talked about was about Yesenia's goals of: one connecting to indigenous community from Latin America, also connecting with her own family history, and at the same time, training herself in audio visual production. And it's been impressive because there's been a ton of obstacles, but Yesenia has been able to do so much and she continues to even do more.” – Tania Lizarazo, UMBC Fellow

Stories of Mera Kitchen Collective, Organization: Mera Kitchen Collective.

“Just listening to the audios, it made me understand other members more, understand their why, which I think is important, why they work here ... And then because if women are the why, then we can work toward the how. I sent everybody there the other persons’ interviews. I think everybody listened to everybody’s interviews. And so, it was cool to connect and see what other what people found meaningful and what other challenges they faced. Because I don’t feel like as an organization, we have that time to sit with every person for 2 hours and talk about the kind of questions Sarah proposed. So, it was nice to have that time, that reflection.” – Aishah Alfadhalah, Community Fellow

“I think one thing that was a challenge that we did a really good job overcoming was like just language barrier in general. In some ways we kind of--I hate this term--but the invisible hand kind of put it out and fixed things. Like I had a couple of Spanish speakers in the class, but we had no one that spoke Arabic to be able to do Iman’s interview... But it ended up being really beautiful because Aishah worked with her to kind of craft a story like a lot of the other storytelling groups do already ... The students loved being there, when we went ... The ones that went had such a good time, learned so much.” – Sarah Fouts, Principal Investigator, UMBC

The Beautiful Side of UGLY, Organization: Presidential Brand.

“We have had tremendous growth ... To continue to build, grow, and develop and expand my partnerships so that the vision of The Beautiful Side of UGLY can come to fruition, that itself has been a great achievement.” – Curtis Eaddy III, Community Fellow

“Curtis undersells his successes a wee bit because on the Baltimore Field School 1.0, Curtis was really working with us through his job at Southwest Partnership. And then 2.0, he has made the bold jump to go out and put his, you know, to be cliché, his eggs in this basket of doing what his project, The Beautiful Side of UGLY, which incorporates his art and his organizing and his activism into play. And that’s a really bold, bold move... I just want to make

that point because I think that's a really bold and important success that we haven't really talked about, that you were you were defining your own project, which is one of the main things about the ethics of the work is like we don't bring projects to people to get them to collaborate with us on. That's kind of how it started out. But the real goal is for people to find their joy and their meaning in their work and to have a little bit of support to be able to springboard that for folks. So I just want to I want to like compliment all the work that Curtis has put into that.” – Nicole King, Co-Investigator, UMBC

The Vault: A Digital Hub for Black Land and Food Sovereignty, Organization: Black Yield.

“We set some really important milestones ... and we're on par for what our timeline is, even though it goes past the timeline of the grant ... One of the important pieces was specifically for the digital: the digital workshop, digital storytelling workshops, making a connection to folks who were connected to UMBC and who are broadly connected to Baltimore community.” – Eric Jackson, Community Fellow

“I think we've made really significant progress and in a way that feels really good, like it hasn't felt too fast. It's felt like it's moved at the pace that it needed to. And I think, yeah, we've made really good strides towards completing the project or, like, getting the project where we want it to be.” – Charlotte Keniston, UMBC Fellow

To Say Their Own Word, Organization: The Real News Network.

“I think the right people were involved in this project and Eddie [Conway] being the catalyst of it kind of gave us that framework of ... building an ethical relationship and like doing some kind of social justice work. I think that's, yeah, this project is a good example of how to do an ethical project.” – Cameron Granadino, Community Fellow

“I thought it was such a great event and really honored the work that Eddie did. And ... it felt very fulfilling to get to hear from other people who had participated in that work alongside him. So, I think you guys did a great job of organizing that.” - Beth Saunders, UMBC Fellow

Project Timelines.

- **Goals met within the grant timeline.** In general, these projects met their own set deadlines for public events, accomplished broader outreach and publicizing of their projects and organizations, and increased awareness of various issues in Baltimore City.

“When the struggle is as deep as ours, a year’s time is only scratching the surface. I would have loved to have much more accomplished, but this isn’t a race. This is about preservation. And accuracy is so important because we’re building the steps ... And so, you know, it can’t be done, in six months just because of the timeline.”

- **Continuing work and sustaining relationships.** These 8 collaborative projects were developed in relation to work that the Community Fellows and their organizations have already been doing and will continue to do. The work necessitates that solid relationships are nourished before and beyond any grant timelines.

“These projects aren’t a flash in the pan. They’re like long-term relationships. And if they’re going to produce something that’s really authentic and centers community voices and questions, it can’t be done in a summer or a year even. And, you know, we’re going to keep working on this for probably many years to come.”

“We set some really important milestones... we’re on par for what our timeline is, even though it goes past the timeline of the grant.”

“For Betty to invite me into her home and she's met my cat and, you know, yeah, she's been to my house. So just keeping that relationship even outside of just the work that we're that we're doing, I think is I think is crucial to managing these types of projects and I think it's the spirit of what the field school is all about.”

- **Dreaming big.** In some cases, Community Fellows were more likely to critique their processes, specifically in setting achievable, time-bound goals. In those instances, their UMBC partner-Fellows noted more wins achieved throughout the process, perceived strong gains, and praised the intense work of the Community Fellows.
-

“My biggest challenge with [project] is, has been scaling down. I think my goals and concept were elaborate in the beginning...”

“I have these grandiose ideas. And the reality of accomplishing what the idea is, as opposed to really the all the work that's involved and balancing what is involved with everything else that life is bringing forth is, I think, where my disappointment comes in, not having accomplished as much as I would have liked to.”

Project Challenges.

- **Baltimore City agencies.** Work on at least two projects was impeded by Baltimore City agencies, specifically the Department of Public Works and the Department of Planning.
-

“I wanted to give her a map of the borders of the Historic Sharp-Leadenhall historic district map, and then a map of like the actual neighborhood boundaries ... to get an understanding as to what the Planning Department sees as the bounds of the neighborhood. I think [it is] helpful in the work that that she's doing. And it took six months for me to get maps.”

“That is the unrealness of what neighborhoods like Sharp-Leadenhall have to go through to access services.”

“We called on the city to do their job as far as coming and cutting the grass and addressing the lot just not being taken care of ... I was really anxious because nothing had been done ... We called the city a little more and actually ended up calling Alice Kennedy. And that morning the grass was cut ... The challenge also kind of highlighted the conditions and the actual issue that we are fighting against. You know, the city just not being willing to do its part and us really having to use our voice and our power to force their hands.”

- **Personal Loss.** Almost every fellow experienced the loss of one or more family members or friends over the past year and endured a grieving process while working through their project. One of these losses was BFS Community Fellow Eddie Conway, who died in February 2023.
 - **Learning new technology or technological advances.** Fellows working with digital media and electronic documentation discussed the challenges of some processes taking longer than expected. Some fellows also had to learn new technologies to complete aspects of their projects.
-

“Our website for [project] has been created, not finished, published, still waiting for the content from our podcast and other photos from projects.”

“[Coworker] went on maternity leave, so that was expected after a certain point. But ... I didn't imagine that it would be like me trying to get things up on Vimeo, and there was definitely a learning curve for me, and I ended up having to kind of bring in a couple of different folks in the department to assist with different aspects of the project ... I had the challenge of realizing that we couldn't upload beyond 20 gigabytes to Vimeo every week because of the payment structure. So, all these sort of little things that you don't think about until you kind of bump up against them.”

“All those videos when I digitized them were out of sync ... Initially I was manually [syncing them] but then I realized ... all of these videos were out of sync because they were such large files, and there's like this program you put it in that automatically does it ... I can't describe how tedious that is...”

“It was a huge, huge challenge creating that digital story for someone that had never done it.”

- **Balancing the structured with the unexpected.** Fellows spoke of how they established structured timelines and goals but also kept in mind that the nature of this work is that anything can happen at any time.

“I think we all went into it knowing that like this type of work doesn't-- never goes the way that you first outline it to go ... It went exactly how we expected it to, which is like nothing like we expected it to.”

“I feel like sometimes we're doing something where we're figuring out as we go along, which is how most things work a lot of times.”

“It's like ‘you don't know what you don't know’ type of thing.”

“I actually feel that we even did things that we didn't envision. And I feel that's what happens with projects, right? Like you start with this very specific and streamlined idea of how things are going to look like. I mean, the process, it gets messy.”

“While being open, sometimes we're so open to anything that we forget that you need that undergirding organizational structure, but to not bureaucratize it or anything like that, to make it flexible and open. And I'm still struggling with--exactly between those two poles--how to go, because when you do grants, you're like, you must list everything and everything is quantified. And on the other hand, you have to be open to changes, and people get sick, and people have moments when they can't show up and you need to be flexible with that or the plans change, you know, things along those lines.”

Overcoming Challenges

- **Communication.** All Fellows named communication as how they dealt with their project's challenges.

“I think we’re really good at processing. We meet regularly. When big stuff was happening, we met several times a month, and at the very least, monthly to troubleshoot. And then we have a text thread, like shared text thread that we just check in with each other. And so just communication, you know, often, and it's something that predated the grant period that we just continue forward.”

“I think communication is key... We’d just meet face to face if things were too complicated, you know, rather than hopping on the phone ... Also making sure that what [Baltimore Field School is] asking you to do is very clearly articulated, that we're supporting what you already are doing. I think that was a key communication thing that we dealt with early on. The building relationships thing is part of communication ... just staying in touch with folks I think is important and understanding the best mode of communication. Sometimes it's phone, some people email...”

“[UMBC Fellow Courtney Hobson] has given me some insight and I've learned a lot from her. So that's been very helpful when you have someone that you can talk to that is knowledgeable about the project that you’re undertaking, has some experience, can give you that guidance and help make you make connections. Because if I was left to my own thinking, I would think I was being discriminated against, somebody has blackballed me. Am I not saying the right words? ... So, you know, it was a good check and balance for me as I go through it.”

“We have a relationship like outside of this, so that helped ... One of the things that we decided, which is something that we've done for different reasons, is just to center care and to center talking to each other over productivity. So, like from the beginning we said it doesn't matter, the output. We're going to think about what of this is something that you want to do. So, we kept the meetings and we would just talk about whatever Yesenia was interested in talking about that day. And, again, I've been telling her this, all of the credit goes to her because all of the work happens outside of these meetings.”

- **Learning new skills.** Though having to learn various technological techniques was a challenge during these projects, conquering and completing these aspects were great accomplishments. For example, Community Fellow Yesenia Mejía-

Herrera not only taught herself digital media production and video editing, but she also learned her ancestral language, Tacuate.

“So, we were trying to find someone who was really interested in collaborating with Yesenia in one of my classes. And that didn't happen. So, I'm working with like two interns from the digital storytelling internship at Montgomery College and they were excited about helping Yesenia. But then one of them, the one who spoke Spanish, disappeared. And to this day, not even the other student knows what happened to him. The happy consequence of that is Yesenia got to do what she was interested in doing, which was learning how to edit her video ... And I think that this also like shows the kind of commitment that Yesenia has to this project ... It was not essential. But she wanted to do it and she did it. And I think that that in a way, like some sums up like everything else, right? Like she didn't have to, to sing the song in Tacuate either.”

“I prayed to the universe to meet a Tacuate teacher and I did. I found him on Facebook and we started connecting and I told him what I was doing and that I wanted to sing in honor of the Tacuate community and respect my grandfather and honor the song that he wrote to this community, so they speak Tacuate there. And he helped me, and we spent hours and hours for me to get close to the pronunciation because that's important. So I'm not going to like just let it sit there. I'm going to continue learning. And this, this [pushed] me to do it. And but it was a huge, huge, huge challenge to also learn another language. And I did it with this process. And it also helped to support the artists with the money that I got to pay them or to value some of their time as well.”

“I can say as a scholar that I learned from Tisha and from a lot of people, but Tisha primarily in this cohort, how to organize and how to be an organizer.”

Mutually beneficial connections

By attending social gatherings, BFS Fall and Spring Showcases, and each other's community events for the public, Fellows made and facilitated mutually beneficial connections as a direct result of their participation in Baltimore Field School.

“Outside of our specific project, the Field School gathering in March...was really good at making connections with folks across projects that I really appreciate. One that I've ended up, you know, making a connection with beyond just the project, we might be working together.”

“I got to, this year, bring the fellows that I work with that are like my day job. I brought them to BYI. They helped doing some of that book processing that we were talking about. So for me it was nice to like merge areas of my life and feel like I could like bring in the people that I work with day to day. And also a couple of UMBC graduate students joined our digital storytelling workshop and that was great to see the ways that they connected their kind of research and lives to the work of BYI.”

“Collaborating with Curtis [Eaddy, Community Fellow]. And I had no idea of his musical talent, his artistic capacity ... also, I really didn't know much about Mera's Kitchen, the Kitchen Collective. And so, we've been there three times now. I mean, I introduced my parents to it. I was telling them about the collective and the work that they do in the community, their mission, and my mom literally, like she started crying. So just the whole Field School experience and, you know, where like minds are collaborating or in like-spaces, it really just, it helps to fortify within you that the things that you want to do and the promise that you see in your community, other people see it too. Other people are working on similar, you know, similar issues. And, you know, you're not by yourself. There are people doing the good work and it validates you and it kind of fortifies you, you know?”

“I think the partnership between The Real News and UMBC is like that mutually beneficial relationship ... UMBC Library and the Baltimore Field School program in general ... And the approach of the Baltimore Field School is for that reason ... This was highlighting the work of incarcerated people, which is sort of overlooked a lot of the time. But this was a way of bringing that project alive ... It's not going to be something we just made to put on a shelf kind of thing. It's for research purposes, for organizing purposes, what's possible in the most oppressive conditions.”

“I really appreciate doing this work within the context of the Baltimore Field School. I like that Nicole and Sarah really conceptualize it as kind of like cohorts and that like the event that we had, you know, it wasn't just entirely dedicated to Say Their Own word, that we got to hear from other Baltimore

Field School participants, so you get this kind of feeling of like camaraderie, I guess, and like getting to see what other community based projects are. It's nice because, I don't know, it feels like you're also part of this like larger ongoing conversation that's happening between UMBC and lots of different people within Baltimore. And I think that often, you kind of never know who your next collaborator is going to be, but like, you know, once you participate, you start showing up at those events and you meet people, like the network starts to develop and I really like that aspect of it."

"I think the [relationship] with Yesenia was helpful to just kind of sometimes like have a person to vent to about the struggle of business. And I think because she was trying to kind of start, they're starting their own group in Creative Alliance, right? They have their own group. And we had the relationship before the Field School. But it was cool to see how it developed. And we were able to see each other more often and like getting to know her more in a personal way and talked about possibly to collaborate."

"One of the most important things that I learned is importance of relationships. You know, that is so important. I've met Sonia Eaddy. I think our communities have similar demographics and pressures and history of disinvestment, and that has been very helpful ... I'm hoping to partner also with the gentleman who did his presentation at The Real News. Those men, their stories and their journey was so hard. And so, they're going to be coming to one of our community meetings ... I'll be talking to the Mera Kitchen about doing refreshments for my lecture series."

Lessons learned.

Fellows were asked if they would have done anything differently during the project. Most answers were project-specific, but some themes were evident across projects.

- **The tendency to attempt everything alone.** Community Fellows described doing many different tasks for their projects in addition to their usual work with their organizations and other life responsibilities.

“Just actually reaching out and utilizing the resources I have, because I don't know where this comes from, but I have a tendency to try to do everything on my own.”

“There's a lot of times where I would say [to the Community Fellow], ‘Could you possibly delegate some of these tasks to other people? Because, you know, you can't run everything by yourself.’ I've been in her shoes before where I think I can do everything, so I know what can happen to you if you don't reach out for help. And that's something I still struggle with sometimes myself. But you have to be willing to lean on other people, because people won't know what you need unless you ask for it.”

- **Recognizing the need for more task-related support earlier.** Many Fellows are used to maximizing their resources and time, but some of their challenges made them wish they had more resources or funding to bring more people onto the project to help—or that they had recognized the need for more people earlier in the process.

“As the people say, you don't know what you don't know. And one of the things that we didn't know was how long it would take to process books, and we didn't get as much volunteer support with that...But even with that, I wouldn't say it was like there was a big bummer. It's just like one of those things, ‘Oh, we didn't know that.’”

“I would have started reaching out to local businesses. I would have done things a little earlier in the process ... And so just for my mental stability and my mental wellness, front loading the preparation a little more tends to alleviate some of that anxiety ... Part of that is also using my resources, like there are people around me who are willing to help.”

“... hosting multiple, different types of events throughout the year, understanding budget wise for it, understanding just paying staff it takes for preparation ... just needing more collaboration and more partnerships and more funding ... Having a potential intern to assist me ... So I was able to understand a little bit more of that throughout this year of the Field School.”

- **Getting students involved in the project as early as possible.** Some UMBC Fellows noted certain challenges could be overcome with different approaches to incorporating the project into coursework.

“I think I learned a lot from the high school students at the end being like, ‘Well, what if you came early and like talked to us more about [organization] and more about, like, engaged us in the planning process’ ... I learned a lot of lessons from, you know, things not going exactly how they could have.”

“I think the one thing that we couldn't do that I wish we had was bring [Community Fellow] into the classroom before. And it was just like logistically hard to do ... Like time was short ... I think I learned a lot in terms of like designing a class because we had multiple projects and I should have just focused just solely on this ... we could have brought different people in over Zoom, if anything, just to talk to the students about their experiences.”

“I would have liked to create this connection between [Community Fellow] and some of my students earlier, especially because I think that it could have been an opportunity for collaboration that, yeah, it was clearly needed.”

What is needed going forward?

- **Support from the university.**

“The institution has not funded Baltimore Field School. It's grants. And I want to see an institutional investment at UMBC in this because that is what's going to take it to the next step ... And we have very little grant support. And what we do have, like Rachel Brubaker at Drescher Center, is amazing and great, but it's just not enough... So I think the institution, UMBC, has a great potential to do the work the right way. And that's why we've been working on the Field School and doing more planning and working with people to figure it out ... I want to see institutional investment in these kinds of programs and not just like putting us on like magazine covers or little articles in the UMBC magazine. That's very nice and everyone appreciates that. But I want to say, look at someone's values, look at their budget, where they spend their money.”

“I think what I have a hard time with and want help with is figuring out how to better engage students when it's not easy to engage students ... So it's like thinking about creative ways to get students, get classes, not just students outside, but like have a class in a neighborhood ... [At Tulane University in New Orleans] what they do really well is they have a free shuttle that takes students wherever they need to go, whenever they need to go. And if you're teaching a class, that's engaged in the community, you could take this. You can coordinate this shuttle and they take you, no questions asked, to that place. At UMBC, it's like \$300. It's just, if we're trying to actually do what we say we're doing, then we should support that more. Put the money where the mouth is.”

- **Programming designed for accessibility.** This includes making sure that technology can support people being able to join events remotely and considering health precautions.

“I think that maybe like anticipating those kinds of needs or even offer access because I feel like sometimes, we just make assumptions, right? And instead of offering access—and that includes not only transit-related but accessibility in general, right? Like maybe some people would like to have masks there or maybe some people would have preferred a hybrid option for casual reasons. There's so many reasons why people might need accommodations, and I think that maybe creating a conversation about that would help. And I think in general, maybe thinking about if these things are going to continue to be in person, which they probably are, I think there's different layers of mitigation. And that can include from air purifiers to CO2 monitors. And there's a lot of information about like how to make spaces a little bit safer for everyone ... We see already how personal things disrupt the rest. And I don't think we need to be adding additional disruptions to people's lives or projects.”

- **More Baltimore Field School staff.** Both community and university Fellows expressed the need for at least one other paid person on the BFS Team, beyond the PIs and the Program Coordinator, to help with logistical aspects for their individual projects and/or for the Field School itself.

“Maybe incorporating students more ... Working with grad students was great, but kind of came in through another avenue through [a different department at UMBC] ... We tried to extend the support of the institution, but that only can go so far ... I feel like if we could have built more in the grant writing to have a team of people that could offer—the institution is just the institution; the support has to come from individuals who are committed to whatever project or whatever cause we’re working on. So, it would have been great to have more of a team, a BFS team that really could assist fellows in making those connections.”

“I wonder if there could be a role in future iterations of the grant that could fund someone whose whole job is to assist all of the participants with outreach and like centralize that, take the burden off of Nicole and Sarah to be doing that on top of administration and everything. And then also, you know, someone in that role could like help with event planning for the showcases.”

- **More staff on projects.** Given that Community Fellows were already doing the bulk of the work on their projects, unexpected challenges underscored the need to be able to delegate some very specific tasks to someone dedicated to a support role. This includes budgeting for at least one more person, having access to more funding to be able to pay at least one more person, and/or being able to recruit more volunteers and student volunteers.

“Maybe [adding] somebody who was tech savvy to the team, something like that ... I mean, like, who can build websites and build libraries, you know, that kind of thing ... We don’t need to build again. We do need to continue forward the work, which will happen. If there is a [Baltimore Field School] 3.0, it wouldn’t be to build it. Our work would be to hire somebody to actually do the curating and helping this get in front of the appropriate people.”

“Going through that event, it would have been helpful to have translators so that we could invite the people that don’t speak English to the event.”

“Just paying staff it takes for preparation ... just needing more collaboration and more partnerships and more funding ... utilizing the budget to assist us to

get other things done or getting other people in place ... getting more staff, personnel and volunteers.”

- **Techniques to get more students involved.** University fellows discussed the difficulties with obtaining consistent student involvement, especially given the fact that projects are *in the field*—not in the classroom on campus.

“If we're really committed about doing this, like in a right way, then we need to care more about people than we care about output. And I think that has been the way we deal with things. The problem of that is... we're not trying to force anyone to do anything. And that includes students.”

“The students loved being there when we went. [It was] the only time they got to be in [the organization's] space. And I couldn't make it mandatory because it's outside of class, which is like, I don't know, it's just hard to do that, especially a 25-person class, like make it move ... Thinking about the possibilities of combining classes, not to an extent where you have to build the whole thing together, but like just having one or two events where you bring people together...”

- **More clarity and instruction on the roles of UMBC Fellows.** A few Community Fellows referred to their UMBC partners as “mentors.” In these cases and others, UMBC Fellows remarked that they would have liked more direction from BFS organizers as to what was expected of them in their roles.

“We can be more clear in our goals and articulate them better.”

“I think that I would have liked more guidance as a mentor. I appreciate kind of like, the freedom of the format. And I think that we learn a lot of, like, in-the-process. And I there's some things that I would do differently next time, but I think it might be useful because, I don't know, a lot of academics don't have like direct experience in the community. And from what I understand, all the fellows have full time jobs, right? ... Like it's a different kind of mentorship. And, and I feel that there could be more guidance there.”

"I came into this not knowing what my role was supposed to be. And so, it'd be great to say what am I supposed to be doing to help? Sometimes there were bits of confusion in terms of, like, what we were expected to do or things like that. And, I was like, 'I'm not really sure.' And I think they're purposely not giving us specific guidelines or criteria to allow us to kind of be flexible. But there are some of us who need that, some of us [for whom] that would be very helpful. And just to kind of guide us a little bit."

- **Continue with newsletters and social gatherings.**

"I would say continuing the work of connecting people via email with the kind of updates and news, the physical, you know, like meetings that we had regularly, quarterly, and physical gatherings where people can socialize and connect. I really appreciated that. And I would kind of recommend continuing that and just want to acknowledge that that was feedback that was offered last year."

New insights gained for building sustainable research projects.

- **The long-term, ongoing, multi-systemic failures that traumatize people and erase their history.**

"Just like how long spanning some of this stuff is. I mean, it's one thing to know, or to know firsthand, how issues, you know, seeing them arise and seeing like over years how they've progressed. But just talking to some people and also seeing how some of the stuff has been documented ... And it's still on the shelf ... and you wouldn't think that people in community know this stuff. You know, but you start talking to people and they know ..." – Tisha Guthrie, Community Fellow

"Before joining the Baltimore Field School, I was doing the work and I had an idea of what I wanted to do. Becoming a Fellow...gives me a greater picture and perspective on what it is ... I had a chance to hear other people's stories and how speaking on their trauma is affecting them, how they don't have a platform, they don't have a safe space to be engaged in conversation about

trauma, and then how the overlap of people having traumatic experiences and being displaced in Baltimore City, how that just the red lining effects of Baltimore and regulations and laws here in the city of Baltimore, how those oppressive laws cause trauma. And so, when I was thinking helping people to deal with trauma issues, I have now learned through research, it's more factors that are not human based...but there are more factors that we don't know that plays on what it is that we're trying to research and develop, what we're trying to tell stories about, what we're trying to preserve.” – Curtis Eaddy III, Community Fellow

▪ **The importance of leading one’s community to see possibilities.**

“I think it is important to have each other. And also, I always felt like I was surrounded with people that finished college or university, and I always felt, like, smaller, but collaborating with Tania and Viridiana I never felt like that ever. I’ve always felt like, ‘Oh, okay. So yes, my voice can be heard.’ But the community also needs to see that; it also needs to see in the example that yeah, it is possible. Does it matter if you were able to finish your college/university for some reason? Because that's what happened to me. I had to come and work, and that's why I couldn't finish. But you should not be ashamed, right, in having that support also from them. It helps with your motivation, that you are capable of doing things too.” – Yesenia Mejía-Herrera, Community Fellow

“I have learned the importance of our relationships. And just because they're White does not mean that they don't understand or aren't as invested. But in the beginning stages where we are, and trying to strengthen our history and publicize our history, and to be comfortable to say, ‘Black communities matter.’ Don't be ashamed. And don't just say it amongst ourselves, let's also say it in public, because it is true. ... Not that much has changed since 1700 ... So I've learned that and to be empathetic to some degree, but not be away from the point of still moving forward for identity, for not demanding that, not demanding their approval, but making us approve ourselves, you know, making us proud of ourselves, making us know our history. So, I've learned a great deal as a direct result of this.” – Betty Bland-Thomas, Community Fellow

- **The depths of community knowledge.**

“It’s really amazing how much people know in community and, you know, it shouldn’t be amazing because these are the same people who, you know, made the state literally like made the city run and they were working these jobs like they were paying attention to what was going on ... they were sharing information, you know, and not just with one another, like with their neighbors, like when they were sitting outside on the stoop, you know, so yeah, it’s just interesting to see how, in these kinda traditional ways, we, through the generations, we still spread information. I’m really just like kind of processing that now.” – Tisha Guthrie, Community Fellow

- **The possibilities of the shared-stewardship model.**

“I think the kind of biggest takeaway for me is we’re increasingly having collections that I would define as being something that we’re approaching with a shared stewardship model. So the idea isn’t just like somebody donates something to us, and we take over from there, and we do things the way we do things and put up our funding aid ... We’re trying to do a lot more collaborative work with people who are donating things. So, I think this partnership was a really good model for how we can do that again in the future ... being open about what our capacities are at any given time, but still trying to meet some mutual goals for making things accessible. And then thinking about who is the end user of what we’re working on? You know, the types of research that this collection’s going to make possible are probably beyond even what we could anticipate for it ... Through this process I’ve been thinking about us as, we’re here for support and we’re like a conduit to make these things available ... This experience has been really good and we’ll probably—I will use this as a model for other collections going forward too.”
Beth Saunders, UMBC Fellow

- **To approve what others are presenting about your community.**

“I think having a relationship before the research, before even this starting--I felt like where I trusted Sarah because I know she knows us. ... Otherwise, I feel like since what we have learned is we have to be on top of what people are presenting ... what part of the story to make sure they’re representing us the way we wanted to represent.” – Aishah Alfadhalah, Community Fellow

Lingering concerns about ethical partnerships.

- **Power dynamics and vetting processes.**

[Conversation between Community Fellow Eric Jackson and UMBC Fellow Charlotte Keniston]

EJ: “Power dynamics, specifically how it plays out in time and pacing. You know, the academy along with I feel like everything “white and right” wanna go fast. They wanna be fast, it wants to be polished, it wants to be dominant, you know. And that’s just not how we personally, you know, how the project started. And even with working on Charlotte’s dissertation—it being grounded by pursuit of indigenous knowledge—is in and of itself a pursuit of looking at knowledge that is not produced and generated out of the academy. It might be in resistance to or as a response to. And so that’s something that is a conviction for me ... I would just say that I think the last piece is making sure that there are vetting processes and protections between—within the process of developing partnerships and collaborative efforts between community-based organizations and academic institutions ... my conviction slash concern, though, is that people really relish in the opportunity to be connected to academic institutions without understanding what it requires to be in relationship. And if we’re not careful about those power dynamics, it comes dressed in colonial garb that might mirror the church and the academy, and it looks soft, and because it doesn’t look like an AK-47 and all that, however it can dominate what happens. And so, I just offer that imagery because that’s not something that I think that, even Baltimore Field School can solve in two iterations. I think that that’s a larger concern...”

CK: “I think like that has been really central to what our project is, like we’re doing a project, but we’re also thinking really deeply about how we do this, in relationship, in a way that flips standard power dynamics on its head. And I

think there's education to be done on both sides. I think we need to teach people in the academy how to work with community members in a way that centers their knowledge and their questions first. And we need to teach community organizations how to protect their knowledge and to value it as important knowledge that they should be compensated and respected and credited for. Because I think it happens both ways."

EJ: That was a whole word, Charlotte, you hear me? Because, I think, and that's just one thing I'll say; I strongly suggest that Baltimore Field School, in this report, in a larger kind of like retelling of what happened make this is a recommendation that it follows and that other people might follow if they're going to embark on a journey like this: to actually have preliminary courses, if you will, or at least a course to teach the respective sides to do that. I think that that actually would be a great part of an orientation process."

- **Ego and ownership of data.**

"I still worry about the ownership issues and issues of ego, because you have to have an ego that drives you to do the work, right, to be great, to be able to do the work. But you have to deal with that ego ... What's the goal of the work and where's your ego in it and where's the end result? And that's why I think we need clear goals constantly in communication and defining our terms. But we need to be able to shift and pivot and move those in a different way, you know, to be able to reckon with your ego in a way that will be helpful to the greater good, the public good, without letting it destroy projects because they can't be sustainable because it was all about you ... And then when you get burnt out, you're gone and things end ... Any organization, anything has to be personality-proof if it's really going to be sustainable and ongoing."-Nicole King

- **Long-term sustainability.**

"Just in general in this type of work is this long term sustainability ... You know, if Cameron leaves Real News and I leave here and, you know, 15 years from now, 20 years from now, making sure that the spirit of the partnership gets carried through into whoever the next generation of people who were in our

jobs are. You know, that sort of long term knowledge and sustainability ... The idea of shared stewardship is not, 'we take and it's ours' and that's the end of the relationship. You've got to continue to put work into the relationship going forward ... The level of involvement and contact will change over time, but just like how to make sure that we're maintaining that kind of spirit of sharing projects." – Beth Saunders

- **Redirecting grant money to pay people who make the work possible.**

"I think people should get paid where they work, you know what I mean? But for me—and Eddie wanted me to get paid for this—but the fact is, he didn't get paid for that, what he did in prison. He was being exploited. So for me, I'm not going to profit off of that work ... I have a job. I'm at The Real News because of Eddie. And so the grant money is directed toward his organizing and others' organizing. I'm not saying everybody needs to do that ... That doesn't mean that I'm going to do a half-ass job, you know, I mean, I'm going to do the job, but that I'm doing it with the understanding that, stuff like this should be redirected into the people that actually did the work to make this possible. I don't want to be profiting off of the other people's labor, especially incarcerated people, you know what I mean? So that's part of the ethical thing that I thought about in terms of in this project." – Cameron Granadino

- **Academics not taking the lead in considering health risks to vulnerable populations.**

"I think that specifically in the U.S., like 2000 to 3000 deaths a week became acceptable, and now we're not even tracking that. Of course, I have like a personal risk, but for me, ethics is about not thinking that you're invincible ... For me it's always about like if there's like possibility to imagine different things. I feel that we need to imagine different things that protect everyone's ability to continue doing this important work ... I'm concerned that we are trying to collaborate with people. Not everyone has access to health care. Not everyone wants to disclose their medical history. For good reasons ... I would like to imagine ethical spaces and I think that it's academics' responsibility because, unlike other people, we have access to a lot of information because we have to deal with less paywalls. So if we have access to this information

and if we actually care about the community, we should emphasize interdependence, like there's no personal risk, there's no individual risk, and there's no reason why we're asking people to risk an infection of COVID or anything else without their consent. And I think that's what's happening.” –

Tania Lizarazo

▪ **Motivating more community participants to engage.**

“Trying to figure out motivation of how to encourage folks to engage ... Like how do we encourage people to participate? There's only so much that we as organizers can do on their behalf. So really kind of understanding the dynamics of our target audience.” – Curtis Eaddy III

Advice for future cohorts.

“I would definitely encourage anybody who has availability and time to take advantage of the campus ... making the time and executing and communicating with those college partners because there's a lot of resources that the campus and university have available and most of it is information. So just getting up there, asking questions, finding your group and/or tribe or other people who have interests and you can find them in different departments.”

“Linking the project with the work that you that you're setting out to do in the fellowship with something that you're already doing and something that you kind of want to bolster ... The funds and the resources that you're getting from the Field School can just fortify and elevate what you're already doing, kind of take it to the next level. And then really take the resources and the opportunities that the fellowship grants you, take full advantage of them ... exploring all the resources that are available to you to maximize the efficacy of your project.”

“We're a group of organizers and we are also siloed ... and then, you know, people are busy and you can't wear yourself thin, you know what I mean? That's part of doing quality work as well ... I think, advice for the Baltimore

School folks, like just plan as much as possible but also support other people's projects when you can. Even if it's sending other people from your team to support."

"I see it as the institution has to change. Frankly, we've been very frustrated with the inability of UMBC, an institution of public higher education to get money to people in a timely fashion who might not have access to DocuSign, to all of the things that we do on a day-to-day basis, to email that we use on a day-to-day basis. And the institutions put pictures on the magazines and things like that and tout the public university for a public good. But the institution refuses to change its methods and its processes to be more open ... There's so many resources, resources even at a small regional institution like UMBC that are wasted, rooms that sit empty, facilities that could be used, cameras that could be put in the hands where they could make great things happen ... Don't be naive and think that what people say is actually what people are going to do because it's harder to actually do the stuff."

"Maybe showing from different perspectives, like not only the struggles but also the beautiful things that a lot of people feel—it's all kind of painted as either like completely a struggle or completely like a utopia..."

"Just the importance of building these long-term relationships and not trying to do these, like, just a bunch of different projects with different groups and really trying to sustain relationships and build trust in a way that you're not just like, 'Oh, I did this project now I'm going to jump over to this group or other.' It's like, 'How can we build this out? What's the framing?' I mean, sometimes, inevitably it ends. But I think when you really kind of put that time in and you think about different ways that you can contribute or you can think about different questions to ask, I think that's important. And then even building out and connecting with other groups or organizations to kind of have this kind of multi-sided project or ideas."

"I think having that kind of constant or frequent contact with someone else is really beneficial just because even if they're not someone who can provide you direct assistance with the problem that you're having, it's always good to have another sounding board or someone who is coming at it from a different perspective of from you and even that the meetings don't have to necessarily be about work. They could be social..."

“For me it's also like a value thing, like I keep always talking about like the ethics of like doing research in an ongoing pandemic and what it means is specifically like to collaborate with people who don't necessarily have access to the same resources that you do ... And I and I think that we know, like Black and Brown communities specifically, in Baltimore, have been more affected. And I think that that has to be part of the ethical practice, like how we create a space ... And I know that this is the norm, but one of the things, just like Baltimore Field School is precisely trying to imagine different ways of doing things.”

Offers to lead educational programs for ethical community education at UMBC.

Two Community Fellows, in offering recommendations for the future of ethical humanities teaching and research, offered their expertise to expand this work at UMBC.

“Making sure that there are vetting processes and protections between—within the process of developing partnerships and collaborative efforts—between community-based organizations and academic institutions. Because all organizations that may be representative under the community-based organizations category are not going to be like Black Yield Institute, where we have a process. You take this course, you sign these papers, we build relationship before we even say yes. I guess that's concerning because I don't know that that is broadly what people—how people approach the work. And so with that, I don't know. If UMBC wants me to come and teach that and they wanna give some money for that... if they want us, if they want BYI to do that.” Eric Jackson, Black Yield Institute

“I told this to the administrators that UMBC, you know, to create a program, an education program that includes incarcerated people ... Because to me, if you have critical prison studies in a university, you're studying people who are incarcerated, but you don't include them, then, you know, there's something missing there. And I feel like this is an opportunity since Bowie just did it. I feel like UMBC could also do that ... I think it would be great if UMBC did it or even tried to get students in communication with people who are incarcerated, who are in programs already...folks who are in those programs who are politicized

and have the political analysis and who are already in other programs, not everybody. But I think it would just add to UMBC's mission and the mission of the Baltimore Field School to just kind of start to start doing that so that we, like Beth said, who's going to carry it on? Who's going to carry this kind of project on will be students and incarcerated people or it will be people from the community of incarcerated people ... Any way that I can be part of making that happen, I will." – Cameron Granadino, The Real News Network

Gratitude.

"Well, hopefully in your report you will convey my gratitude for this opportunity. And just because the time might expire, I plan to continue the relationships with the college that have been established. I want to work on having some of our materials in your library archives ... As Courtney said, this work should not end; it should be continued ... So, you know, a seed has definitely been planted, you know, and so definitely to express gratitude, I don't think we would have made, as a community, the inroads that we have made due to this opportunity that was presented." – Betty Bland-Thomas, Historic Sharp-Leadenhall

"I'm really grateful to have been able to work with Yesenia. And also like, yeah, like very impressed with everything that she does and continues to do and also excited, like to keep collaborating and, and supporting this project. I feel it's very important." – Tania Lizarazo, UMBC

"I think that I couldn't have done it without the mentor support that Professor Tania has been giving me since the beginning. I had this vision all the time, but she would tell me, 'Okay, so let's do it, like step by step.'" – Yesenia Mejía-Herrera, Creative Alliance

"This Field School has provided me an opportunity to—there was a time a couple of years ago where I was having like a quarter life crisis about, you know, what I'm doing with my life and the impact that I wanted to have ... And I find my skill set is that I'm facilitator, and to be able to help Betty has been one of the greatest things of my life ... So, yeah, I think that this work has just helped me to help me grow as a person ... I'm not someone who necessarily needs to be in the forefront. I don't need to have the attention. I would like to

help people to get on the path that they need to be ... And this this is kind of reaffirmed that as something that I like doing.” – Courtney Hobson, UMBC

“I’ve had this idea of BOC joy for like ten years now ... I’m really grateful to have had the opportunity and to like, have this jumping off point and knowing that it is possible. And, like Nicole said, I think it’s just going to continue to grow from this point. Grow in depth and in breadth, you know. So yeah, I’m excited.” – Tisha Guthrie, Baltimore Renters United/Poppleton Now

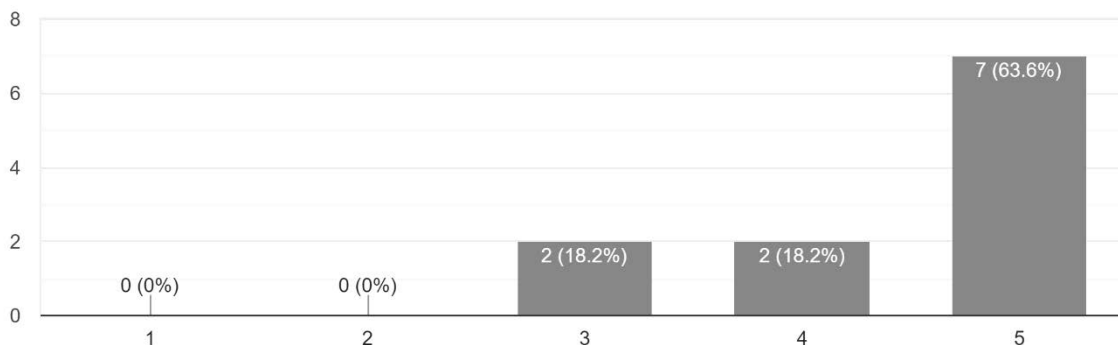
BFS 2.0 Summer Institute Survey Results

Following are results of the survey sent to the 2023 Summer Institute cohort following their week-long experience of panels, presentations, tours, planning, and project sharing from July 17th through 21st. Quantitative and qualitative results are included. Eleven respondents answered Likert-scale and short-response items about their Summer Institute experience.

Ratings of Summer Institute participants’ satisfaction and meeting of professional goals.

The Baltimore Field School Summer Institute facilitated my ability to establish new relationships and connections for my public humanities work in Baltimore.

11 responses



Summary of Responses to Qualitative Item 1.

Item wording: Please describe any areas of growth or improvement for the structure or content of the Summer Institute. If you rated any of the above items between 1 and 3 (meaning you did not agree), please explain why.

Would have liked more:

- Discussion time with the group to discuss what was said by panelists
- Interactive activities, small group discussion, breakout groups
- Direction on how to use grant money and how to get grants
- Direction on panel organization/format
- More time to get to know cohort/other participants
- Snacks and coffee
- Racially diverse panels

Would have liked fewer:

- Panels

Selected remarks, edited for length only. The full text of qualitative responses is provided to the investigators and coordinator without attribution to respondents.

"It was all really wonderful, but it's so much packed into such a condensed time frame. I wonder if an additional meeting or two to get oriented, get to know one another, etc. prior to the week and a meeting or two a little bit after the week is feasible? some of the panels didn't have as much time for questions and discussions as I'd hoped..."

"Maybe break out groups or morning coffee debriefs about the day prior?"

"There was representation from Black and White community members in all of the panels but not all panels included Latinx community members. There were also no community members from Baltimore's Korean, Filipino, South Asian, African, Eukranian, and Middle Eastern communities perpetuating the idea that Baltimore is a Black and White city with serious segregation. I found the lack of representation very perplexing. If it's the Baltimore Field School then it should include as many Baltimore communities as possible ... Hosting after hours events are nice but do they have to be at a bar? ... The Lyons Building is nice but that room is very small. It was uncomfortable to sit so close to people for so long, especially the first day with the tables like a square. It was suffacating..."

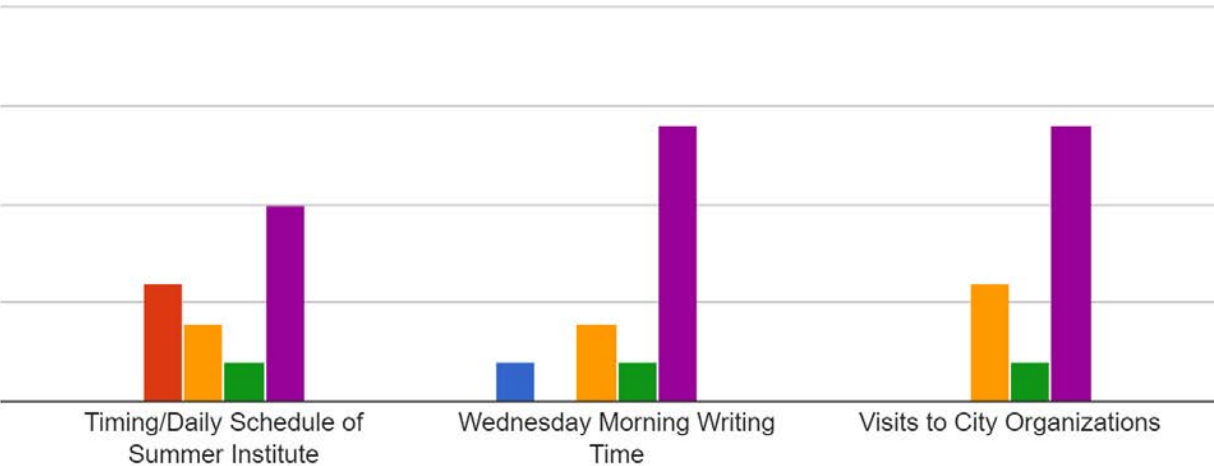
"I liked the individual elements of the field school (i.e., the panels, walking tours, lunches, etc.), but the schedule was so packed that I never got a dedicated space to reflect with my colleagues or informally talk to the panelists. The rigidity of panel discussions lend themselves better to traditional academic symposia and less to community building."

Ratings of individual Summer Institute elements.

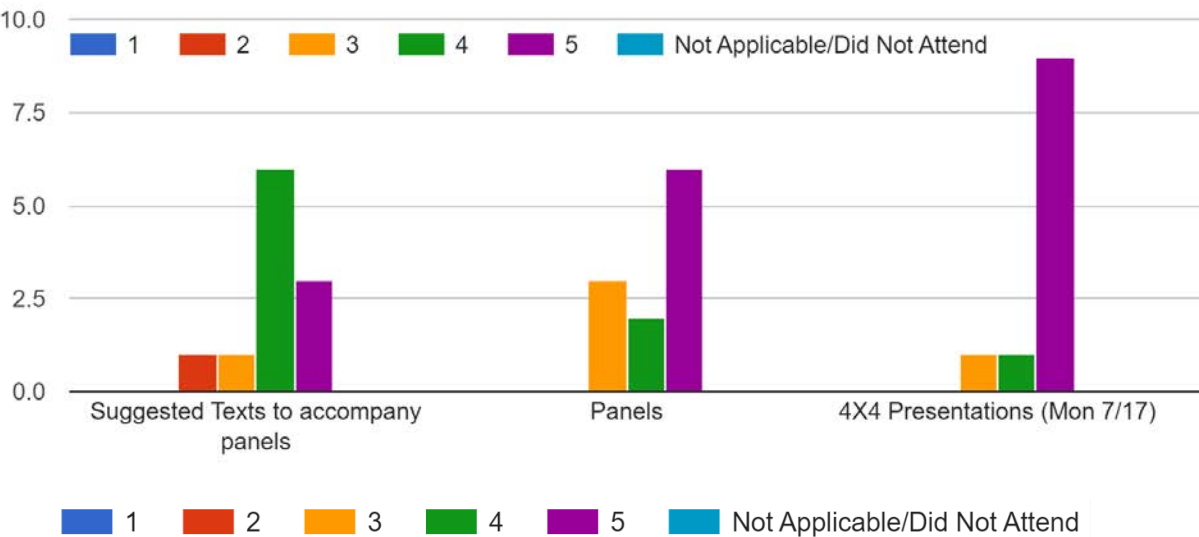
Item: How satisfied were you with the following elements of BFS Summer Institute programming?

Scale: 1-Very dissatisfied to 5-Very satisfied.

How satisfied were you with the following elements of BFS Summer Institute programming?

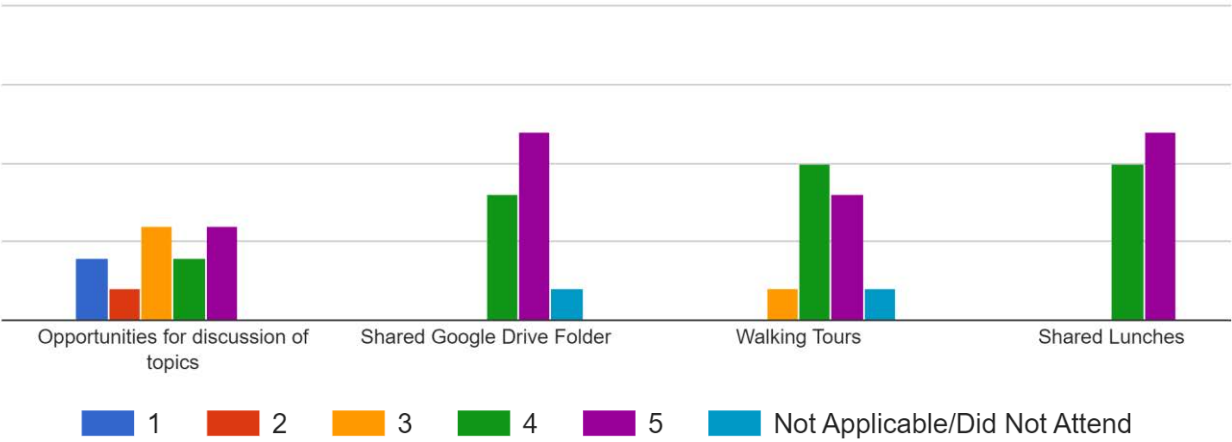


How satisfied were you with the following elements of BFS Summer Institute programming?



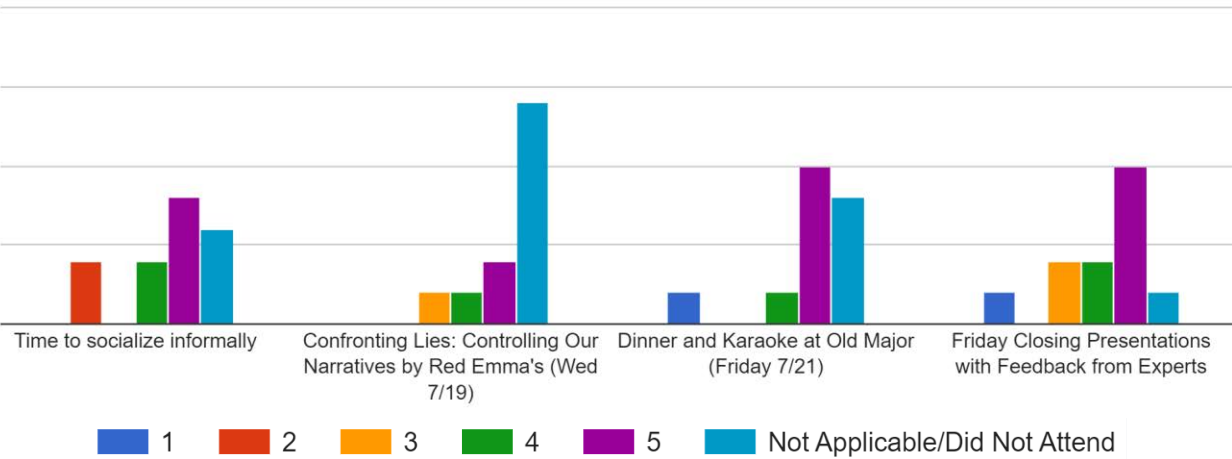
How satisfied were you with the following elements of BFS Summer Institute programming?

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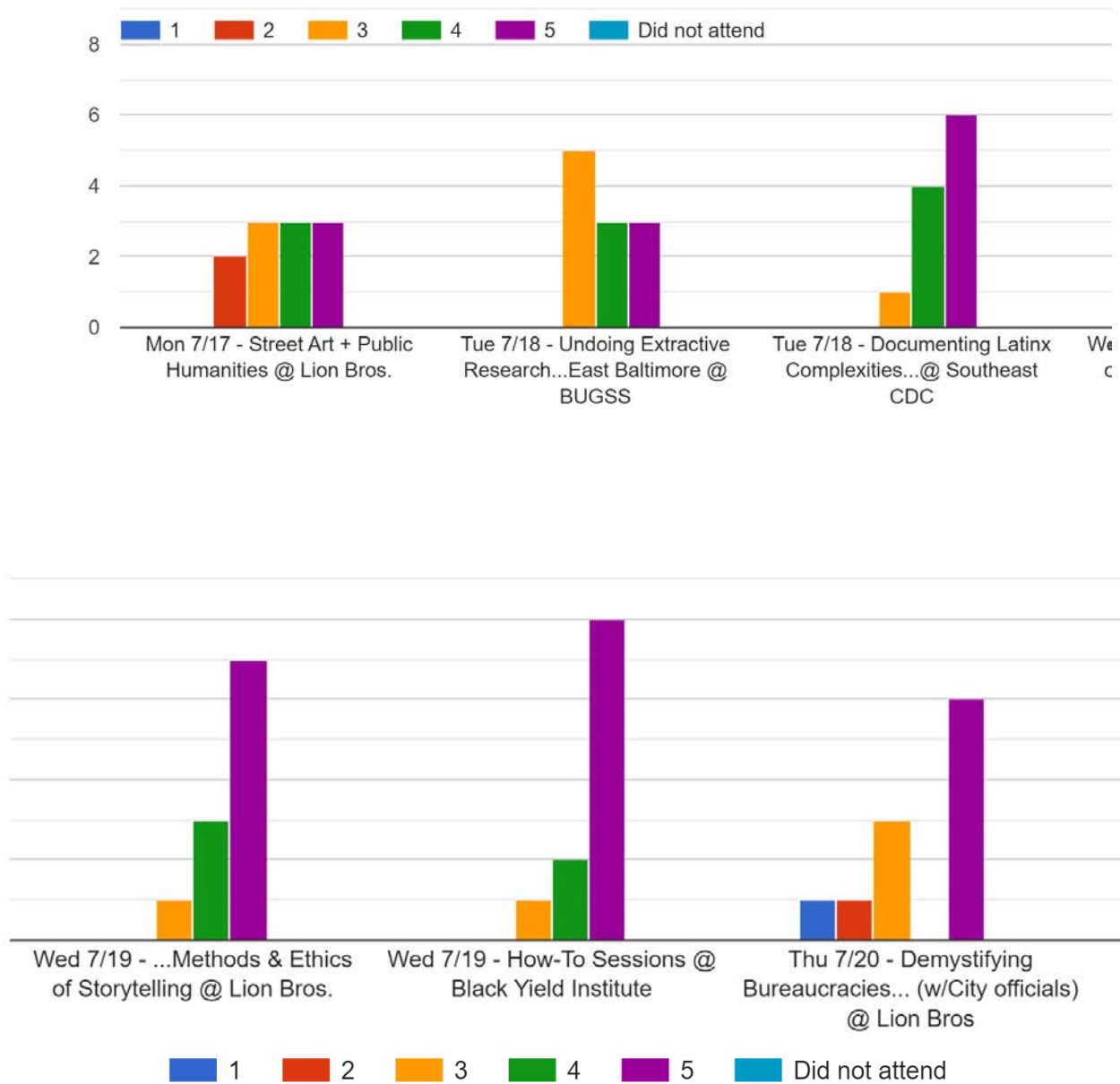
How satisfied were you with the following elements of BFS Summer Institute programming?

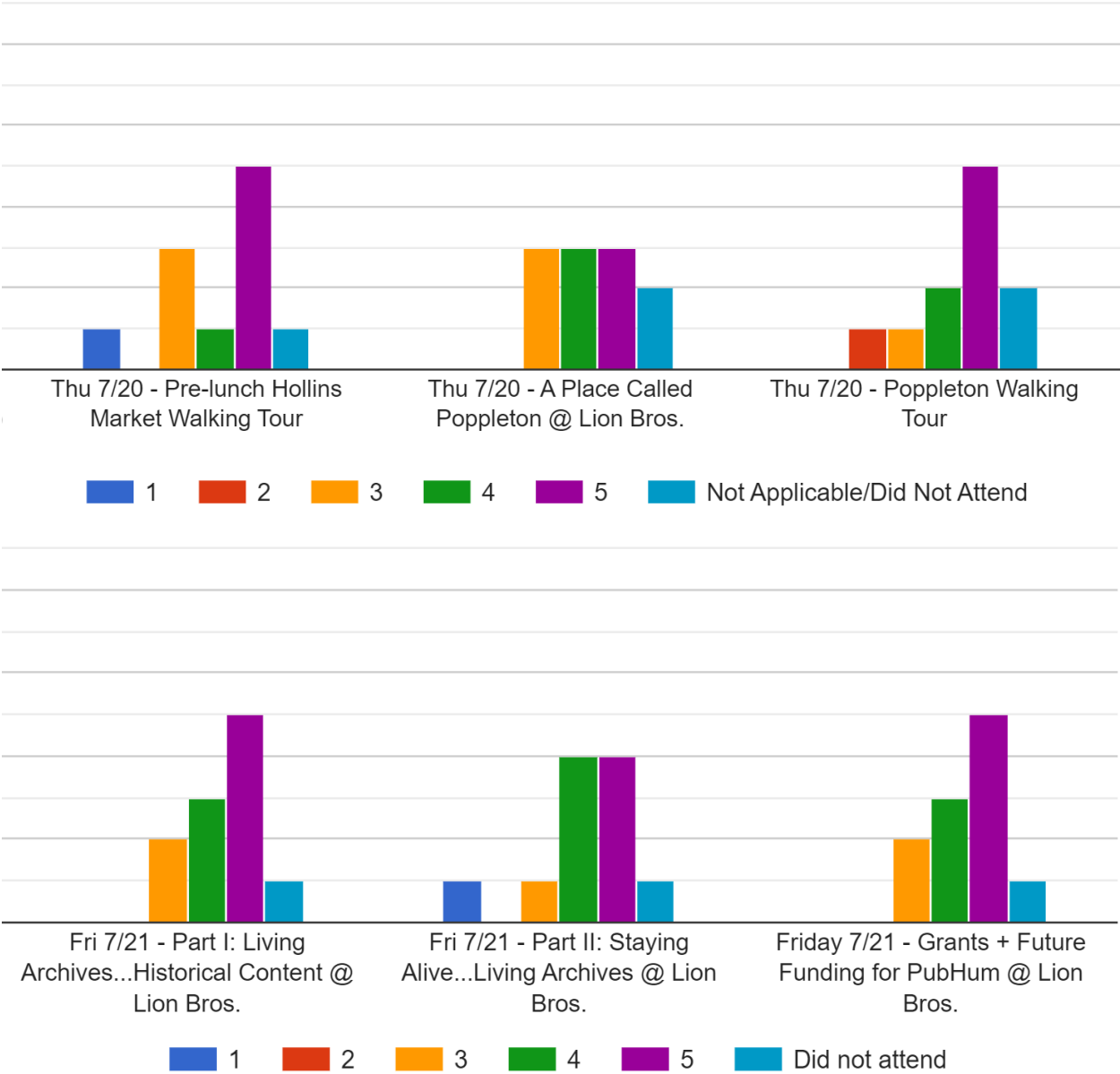
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Ratings of each Summer Institute panel.

Please rate the usefulness of each panel to your work in developing ethical research and teaching methods. The lowest rating (1) means that the information shared in the panel was not useful for your work. The highest rating (5) means that the information shared in the panel was useful such that you can apply it in your work.





Responses to Qualitative Item 2.

Item wording: Please add anything else you would like to share about your positive experiences during the Summer Institute.

Selected remarks, edited for length:

I especially enjoyed getting to know the other UMBC fellows and the community fellows and very much hope to keep in touch and collaborate. The environment was much more supportive and accepting than I usually feel around me in university settings ... The idea that we can be critical of

institutions while also working effectively with/from them was refreshing and kind of a relief. I see now that I have more comrades around me (especially in the university) than I typically sense. I also feel I can more confidently defend a humanistic approach to my research, to myself and to others. I felt the program embodied transdisciplinarity in a way I have not experienced first-hand before...it pushed me to be more extroverted and enabled conversations that would not have otherwise been possible.

The entire program was a safe environment that fostered learning, discussion, and collaboration. Every panel and activity presented something new to discover. It was truly inspiring to hear about the amazing projects happening in Baltimore.

It was truly an amazing week, and I'm so grateful for the experiences and the opportunities to connect with others who have a similar approach and vision for our work. The week did feel a little housing-heavy in terms of focus, and I would have loved to have some additional time for digital storytelling and content a bit more directly connected to my discipline.

I really enjoyed being around the consciousness raising energy all week. I appreciate the care with which the organizers understood that we might need a "break" by Wednesday ... The connections to different parts of the city were also great. As a long time resident of Baltimore, even I got taken to new spaces and that was a delight! Also, the food was always very thoughtful and considerate of diet and excellent. I felt well taken care of ... It was an incredible privilege for me to be a part of this cohort and I hope that they can call on me in the future if I can be of help.

It was a wonderful opportunity to meet new people and develop friendships beyond BFS.

I really enjoyed the speakers and site visits.

The Baltimore Field School has given me hope and motivation to work toward building and maintaining ethical, supportive, and transformational scholarly communities both within the academy as well as without and between. The organizers and fellows both are an inspiration and model for how I would like to be in the world. Graduate school is challenging, and I don't know what the future holds, but I can now more clearly see how my work can contribute to building solidarity and community. But I also see that this is not a given: it takes effort and risk. I think if I continue to learn with the Baltimore Field School community, and if the community grows, the academy will transform in ways that will benefit everyone. I hope more and more people working in the university can have the opportunity to learn this way.

Conclusions

- BFS 2.0: Undoing and Doing Anew in Public Humanities at UMBC was successful at meeting the goals it established at the outset of the ACLS public engagement grant. This is evidenced by the successes of the various Baltimore Field School 2.0 projects described herein.
- Scheduled social gatherings, as well as Baltimore Field School's use of electronic media (website updates and monthly newsletter), provided social and professional connections, reduced feelings of isolation, and facilitated new opportunities for collaborations between communities and organizations.
- Cultivating professional and social relationships prior to starting the grant-funded project was crucial to Fellows' successes and abilities to overcome challenges.
- Summer Institute planning incorporated suggestions from participants of the 2020 (virtual) intensive, namely: providing shared lunches with time for participants to talk and interact informally; including a broader scope of Baltimore locations and neighborhoods; including Latinx community representation; and including more interaction "in the field" (Mahdi, 2021).
- Despite the incorporation of 2020 Summer Institute participants' suggestions, the 2023 cohort's concerns about the Summer Institute closely matched concerns from the 2020 (virtual) Summer Intensive. Specifically, participants wanted more time to debrief with one another after panels, more time to get to know one another, and more diverse racial/ethnic representation (Mahdi, 2021).
- Full implementation of recommendations from the BFS 2.0 Preliminary Evaluation Report (Mahdi, 2023a) will address Fellows' concerns such as increased electronic accessibility, development of new methods for engaging students and classes, providing more guidance for UMBC Fellows, and informing Community Fellows of the campus resources available through their fellowship.
- Baltimore Field School implemented one of four recommendations from the Preliminary Evaluation Report (January 2023):
 - ✓ Schedule a Baltimore Field School newsletter that all participants can expect at the same time every month.
 - × Plan a monthly or bi-monthly virtual meeting for Baltimore Field School Fellows and Partners.
 - × Plan several BFS meetings on campus.

- × Lead meetings on campus for UMBC Partners to discuss their roles and work.
- Fellows met most of the goals and expectations set forth in the BFS 2.0 Preliminary Evaluation (Mahdi, 2023a):

Community Fellows' expectations

- ✓ publicity and amplification for their organizations
- ✓ specific benefits to working with UMBC:
 - professional/academic expertise
 - instrumental assistance with tasks
 - × use of campus facilities
- ? to build organizational stability
- ? to attract more organizational participation from young people
- ✓ to build relationships with and learn from one another.

UMBC Partners' intentions

- ✓ connect Community Fellows to resources, funding, and other Community Fellows
- ✓ learn from Community Fellows
- ✓ support members of the communities with whom they are working and amplify their voices
- ✓ provide community engagement opportunities for students
- ✓ share stories without being extractive; commit to mutual benefit for these partnerships
- ✓ build a community of UMBC scholars doing community-engaged work

Recommendations

1. **Budget for an additional Baltimore Field School staff position to support event and meeting planning.** Fellows and PIs recognized the importance of having adequate staff—specifically, a dedicated point-person—for event planning and other specifics.
2. **Budget or prepare for electronic access to BFS Showcase events.**
3. **Include optional monthly or bi-monthly “drop-in” virtual social gatherings for Fellows and the BFS network.** Using an optional, drop-in, informal format can offer space for Fellows and Partners to socialize, network, talk through issues,

offer support, and get to know one another. For participants who are taking covid safety precautions, this would be a way to keep them socially connected to the BFS network. Fellows are very busy, and some were disappointed in their own availability for the BFS events; offering virtual gatherings may relieve some of the pressure of traveling to and/or preparing for an event.

4. **Plan several BFS meetings on campus so that Community Partners may become more familiar with the resources available through their fellowship.** The BFS 2.0 Preliminary Evaluation (Mahdi, 2023a) found that Community Fellows looked forward to discovering campus resources, while the Final Evaluation did not find any significant use of campus resources by Community Fellows. The preliminary evaluation also found that while UMBC Fellows were concerned that meetings on campus would violate a balance of power in these partnerships, Community Fellows expressed interest in visiting campus. Inviting Community Fellows to campus for BFS meetings or tours of facilities and resources may help them to further visualize and articulate the specifics of how the Baltimore Field School can be of service.
5. **Schedule meetings for UMBC cohorts to discuss their roles and share strategies for student and class engagement.** UMBC Fellows were challenged by the ethics of gaining sufficient and effective student engagement. Also, some were unsure of their role requirements as mentors or partners to Community Fellows. Allowing time for such discussion and brainstorming will also promote the “cohort effect” and community building for BFS on campus.

References

Mahdi, T. C. (2022). *The Baltimore Field School Pilot Evaluation Report*. University of Maryland, Baltimore County.

Mahdi, T. C. (2023a). *Baltimore Field School 2.0: Undoing and Doing Anew in Public Humanities Preliminary Evaluation Report*. University of Maryland, Baltimore County.

Mahdi, T. C. (Curator). (2023b). Baltimore Field School 2.0: 2022-2023 Digital Media Reflection. [Video]

Appendix B

Team Interview Questions

1. How close did you come to achieving the goals you set at the beginning of working together?
2. Did all of your plans go the way you thought they would, or were there unexpected experiences?
3. How did you deal with challenges together?
4. Through this experience, did you learn anything new about building sustainable research projects?
5. Did you discover or create any new, mutually beneficial relationships?
6. Is there anything you would have done differently?
7. What concerns do you still have about building ethical community partnerships?
8. Do you have any recommendations for the Baltimore Field School, or advice for future cohorts?
9. Is there anything you would like to add or that you think should be included in the report?

AMST Majors Questionnaire (2023-24)

The Department of American Studies is looking to expand its majors. As a current or former major, can you please complete the following survey?

** Indicates required question*

1. Where did you hear about the American Studies major? *

Mark only one oval.

- ☐ AMST Website
- ☐ UMBC Website
- ☐ Course Catalog
- ☐ Social Media
- ☐ Word of Mouth
- ☐ Class Schedule (i.e., you signed up for an AMST class to satisfy a GEP and decided to major)
- ☐ Other: _____

General Questions & Curriculum

2. Why did you decide to major in American Studies? *

3. What new types of course offerings would you like to see in the American Studies curriculum? *

4. Which of the current AMST course offerings did you enjoy the most? (Select all that apply) *

Check all that apply.

- ☐ AMST100: Introduction to American Studies
- ☐ AMST200: What is an American?
- ☐ AMST300: Approaches in American Studies
- ☐ AMST320: Television in American Culture
- ☐ AMST322: American Culture in Film
- ☐ AMST345: Indigenous Heritage: Issues of Representation and Ownership
- ☐ AMST375: Studies in Asian American Culture
- ☐ AMST380: Community in America
- ☐ AMST403: Ethnography in America
- ☐ AMST413: Policing & Prisons in U.S. Society
- ☐ AMST422: Preserving Places, Making Spaces in Baltimore
- ☐ Other: _____

Council of Majors & Student Activities

5. The department could have a Council of Majors, which would be a student-run club * that hosts informal student-faculty gatherings on issues related to American culture. Would you like to participate in either the Council or in the social gatherings that the Council coordinates?

Mark only one oval.

☐ Yes

☐ No

6. If you responded "yes" above, would you be interested in serving on the Council of Majors?

Mark only one oval.

☐ Yes

☐ No

7. If you would be willing to serve on the Council of Majors, please provide your email address below:

8. What kind of social gatherings or events would you like to participate in?

Check all that apply.

☐ Guest speakers

☐ Field trips

☐ On-campus social events

☐ Off-campus social events

☐ Other:

The Name

9. Do you feel that the name of the major adequately describes what we do? *

Mark only one oval.

☐ Yes

☐ No

10. Do you feel that, if we changed the name of the major, we could attract more majors? *

Mark only one oval.

☐ Yes

☐ No

11. If you answered "yes" above, what do you think is a more representative name for the major?

Mark only one oval.

☐ Race and Ethnic Studies

☐ American and Ethnic Studies

☐ American Culture Studies

☐ American Cultural Studies

☐ American Culture

☐ Comparative American Studies

☐ Other: _____

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AMST Majors Questionnaire (2022-23)

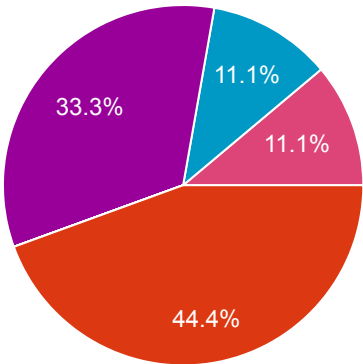
9 responses

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Where did you hear about the American Studies major?

 [Copy](#)

9 responses



- AMST Website
- UMBC Website
- Course Catalog
- Social Media
- Word of Mouth
- Class Schedule (i.e., you signed up for an AMST class to satisfy a GEP and decided to major)
- Advisor, I did not know what it was before.

General Questions & Curriculum



Why did you decide to major in American Studies?

9 responses

It was an acceptable major for those pursuing the elementary MAT

The math heavy classes at UMBC go at too fast of a pace for me, so I had to change my major. I aim to become an elementary school teacher.

I am a humanities scholar and thus need to major in the humanities, but I had difficulty finding a major that most suited my interests. The interdisciplinary approach of American Studies appealed to me most.

I am an American Studies minor because I decided to because the first course I took with Professor Gorman was so enlightening and made me excited to actually go to class.

I already had a degree in history and wanted something else that looked at America

Interesting and I

Because I had an interest in learning about different kinds of people with in the United States and how that compares to other places.

I enjoyed the different classes offered for AMST Studies.

I decided to major in American studies because I want to pursue a career in museum curation, and I felt like it was the best major to prepare me for that.



What new types of course offerings would you like to see in the American Studies curriculum?

9 responses

N/A

N/a

A study of the history of grade school in America, including decisions made by and practices of local school boards, teachers, Parents/PTA, (NEA- not as much), and their effect on student outcomes.

American novels/the "great American novel", American Culture of Video Games/Video Games in American Culture, Culture of American Politics, Regional Specific American Studies (ex. Midwest, New England, etc.), The Making of American Identity (and changes through time), America in Art, American Cultural Studies on specific periods of American history...

I have only taken two classes so far, but if it's not already offered I would love to see a course about first generation Americans in America and how it feels for them.

I think the current course catalog is very enjoyable

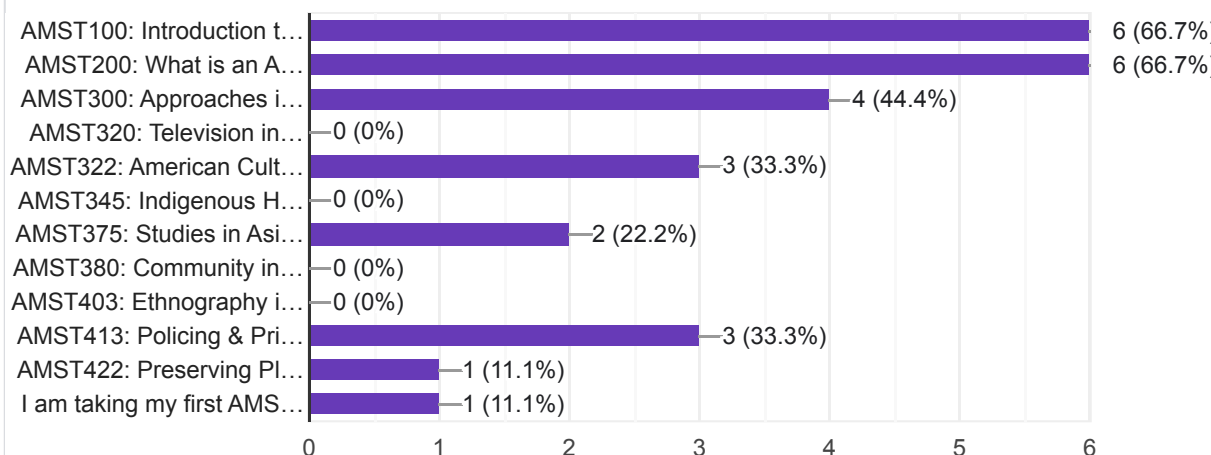
Something other than tv and film

I feel like the curriculum already offers a lot of really interesting courses and can't think of any more that I would add at this time.

Which of the current AMST course offerings did you enjoy the most? (Select all that apply)

 Copy

9 responses

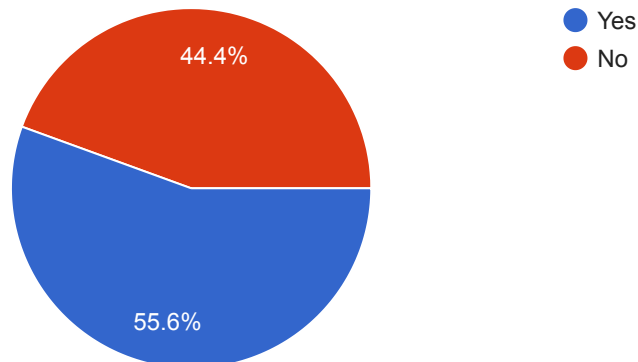


Council of Majors & Student Activities

The department could have a Council of Majors, which would be a student-run club that hosts informal student-faculty gatherings on issues related to American culture. Would you like to participate in either the Council or in the social gatherings that the Council coordinates?

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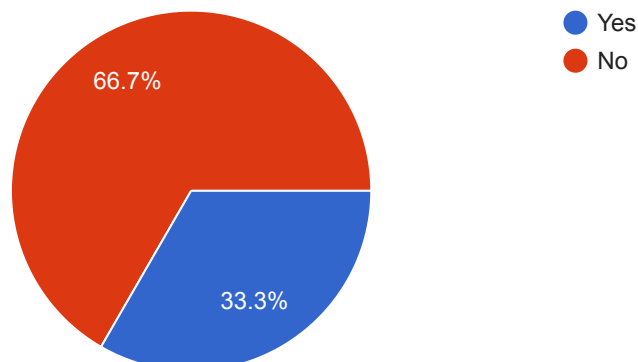
9 responses



If you responded "yes" above, would you be interested in serving on the Council of Majors?

[Copy](#)

9 responses



If you would be willing to serve on the Council of Majors, please provide your email address below:

3 responses

Cmcelro1@umbc.edu

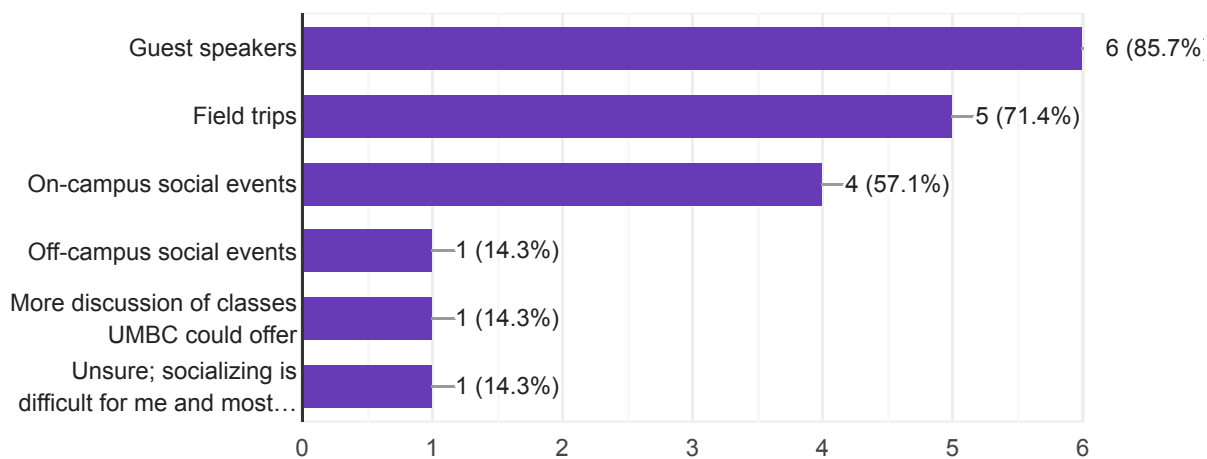
h152@umbc.edu

schweinfurth.laura@gmail.com

What kind of social gatherings or events would you like to participate in?

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7 responses

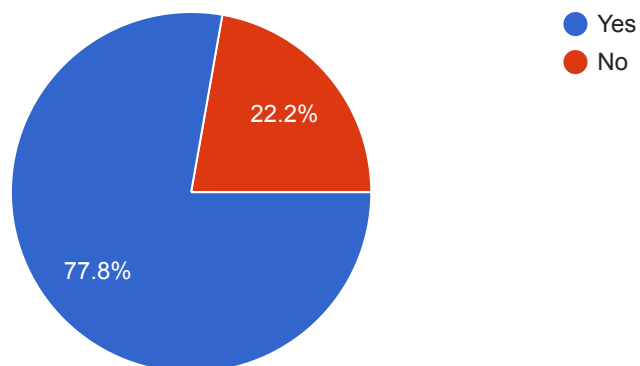


The Name

Do you feel that the name of the major adequately describes what we do?

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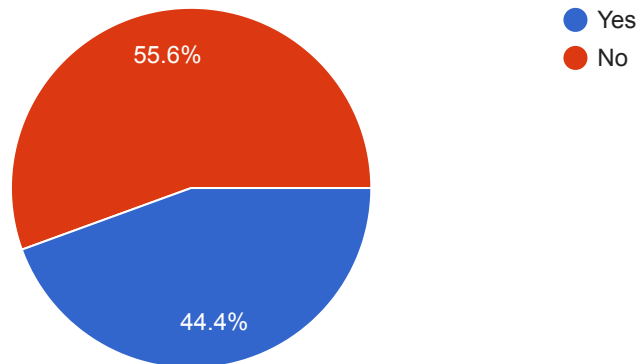
9 responses



Do you feel that, if we changed the name of the major, we could attract more majors?

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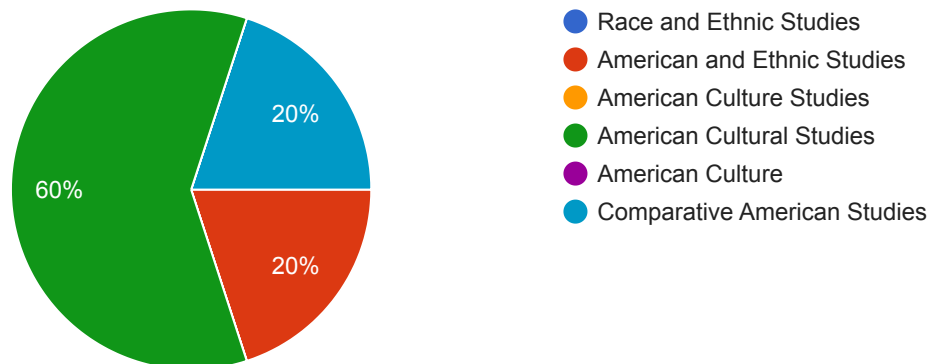
9 responses



If you answered "yes" above, what do you think is a more representative name for the major?

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5 responses



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American Studies Faculty Research Development Fund Application Guidelines

This fund is to assist full-time, non-visiting, American Studies faculty members to complete research projects. Applicants should submit a short memo to the chair describing the request, timeframe for use of the funds and any information on whether the faculty member is combining use of the funds with other research development funds. It will be at the chair's discretion whether the request is granted, however, all requests will also be shared by the requesting faculty member with the entire American Studies faculty during the next faculty meeting.

- The usual amount of the research fund will be a maximum of \$1000. The funds can be used in combination with the regular \$1000 research fund amount that all full time faculty members are provided each year and other internal funding sources. In some circumstances, and with the approval of the American Studies faculty as a committee of the whole, faculty members can request a larger amount.
- Faculty members can access the funds once every 2 years.
- Applications for the funds will be submitted to the department chair on a rolling basis, as-needed.
- The funds can be used for a variety of research related tasks, including but not limited to, conducting archival research, hiring a developmental or copyeditor, providing subvention funding to a press, offsetting expenses for image use or copyright, and providing a stipend to an expert or experts in your field to review and workshop a manuscript, article, or series of articles.
- The funds can also be accessed for various types of professional development pertaining to your job as a faculty member in the department.

#

Created February 2023

Approved by full faculty February 16, 2023

American Studies Conference Funding Policy

The department will match the Dean's office's funding from the [Faculty Scholarly Activity Fund](#) for \$1500 to be expended over the course of up to two professional conferences per fiscal year from the departmental budget (operating and revolving). Faculty do not need to rely on their research funds for conference travel unless they exceed the allotted amounts explained below.

Eligibility: All full-time faculty members in the department are eligible to receive support from the department for up to two scholarly events per fiscal year, provided that they are presenting at a scholarly or professional venue (e.g., serving on a panel as a presenter, discussant, moderator, or chair; presenting a poster; giving an invited lecture; performing or exhibiting in a professional venue). Faculty members on sabbatical are eligible for travel support.

The department will match the CAHSS Faculty Scholarly Activity Fund award with a contribution, up to \$1500, for the purposes described above (i.e., serving on a panel as a presenter, discussant, moderator, or chair; presenting a poster; giving an invited lecture; performing or exhibiting in a professional venue) for one or more conferences. All amounts for the second conference exceeding the \$1500 match will be covered by the department.

Expenses for meetings in support of professional service or development (e.g., as an officer in a professional association, or as an editor for a professional journal, meeting with editors, serving on official committees) can be funded by the department as well.

Procedure to apply for funding: The procedure that the faculty member has to undertake for application to the CAHSS Faculty Scholarly Activity Fund will suffice as application to the department chair for a match in funding. The chair shall consider all requests that are advanced to the dean's office.

Once you have used the \$1500 dean's office match, to apply for conference funding, you should email the chair letting them know the following:

- Conference Name, Location, Dates
- A brief description of your role in the conference or why you need to attend it.
- How you will cover any teaching or service that you might miss during the conference.

If the applicant exceeds 2 conferences or the monetary limits stated above, they can use their research funds and/or apply for additional funding through the department using the procedure above.

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Approved by full faculty February 16, 2023

Updated by full faculty

American Studies Teaching Development Fund Application Guidelines

This fund is to assist full-time, visiting and non-visiting, American Studies faculty members to enhance their teaching and pedagogy. Applicants should submit a short memo or email to the chair describing the request as early as possible, including a detailed description of what the funds will be used for, how much you are requesting, a timeframe for use of the funds, and any information on whether the faculty member is combining use of the funds with other research, teaching or professional development funds. It will be at the chair's discretion whether the request is granted, however, all requests will also be shared by the requesting faculty member with the entire American Studies faculty during the next faculty meeting.

- The usual amount of the teaching funds will be a maximum of \$1000. The funds can be used in combination with the regular \$1000 individual faculty research fund amount that all full time faculty members are provided each year and other internal funding sources. In some circumstances, and with the approval of the American Studies faculty as a committee of the whole, faculty members can request a larger amount.
- Faculty members can access the funds once every 2 years.
- Applications for the funds will be submitted to the department chair on a rolling basis, as-needed. Please understand however that when hiring is involved, it can take up to 1 month to process. Submit your requests as early as possible.
- The funds can be used for a variety of teaching related professional development, honoraria, course development and materials. The following are some suggested uses for these funds:
 - Incorporating community members into your courses with stipends for participation and/or course development.
 - Undergraduate teaching assistants: if you hire an undergraduate, please note that part of your commitment is to mentor them and provide them with professional development.
 - Course Development: You can use the funds to provide yourself a stipend for developing new courses that you have not previously taught over the summer when you are off contract.
 - Funding field trips, food tours, and student programming or off-campus events
 - Renting local spaces for programming and/or teaching
 - Funding student participation in local conferences
 - Co-Sponsoring speakers or lecturers with other departments or centers

American Studies Undergraduate Student Grant

The Department of American Studies invites applications for the American Studies Undergraduate Student Grant for students who are majoring in American Studies or minoring in Public Humanities or Asian American Studies to apply for a research grant and/or professional development grant in the amount of \$500.

Eligibility:

Undergraduate students enrolled at UMBC who are **majoring** in American Studies or **minoring** in Public Humanities or Asian American Studies programs.

Grants may be used for the following purposes. Please note, this is not an exhaustive list and we are open to hearing your ideas for how this fund can support your work and development:

- Funding to support an Undergraduate Research and Creative Achievement Day (URCAD) submission or presentation
- Funding to support materials for an independent research project or independent study
- Funding to support a capstone project in American Studies 490
- Funding to support original research in public humanities or Asian American studies
- Funding to support an unpaid internship
- Funding to support regular coursework
- Professional Development (including but not limited to LSAT or GRE prep courses and other professional degree preparation coursework)

Application process:

To apply, send an email to the department chair, Professor Tamara Bhalla (tbhalla@umcb.edu), and the program management specialist, Morgan Dowty (morgando@umbc.edu) and cc your faculty mentor with the subject line: AMST Undergraduate Student Grant Application.

In the email:

- Describe in 100-150 words what you propose to use the funding to support.
- Be as specific as you can: please explain what the funds will be used for and what they will be supporting.
- Tell us what time frame you will need to expend the funds.
- Identify a faculty mentor in the department who will support you in your use of the funds. Be sure to ask them prior to submitting your application. Do not presume your professor or advisor will support you without asking.

Funding Cycle and Deadlines:

- For the 2023-2024 academic year, we will accept proposals on a rolling basis.

This grant was made possible through generous donations from Sheldon and Jamie Caplis and Dr. Patrice McDermott. Mr Caplis served as Vice President for Institutional Advancement from 1993 to 2008 and Dr. McDermott is the former Vice Provost for Faculty Affairs (and previously served as chair and associate professor in American Studies).

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Appendix S: AMST Courses with GEPs

Course	GEP
AMST100: Introduction to American Studies	AH
AMST200: What is an American?	AH or C
AMST310: Gender and Inequality in U.S. Society	AH
AMST317: Nonviolence and American Social Movements	SS
AMST320: Television in American Culture	AH
AMST322: American Culture in Film	AH
AMST325: Studies in Popular Culture	AH
AMST345: Indigenous Heritage: Issues of Representation and Ownership	AH or C
AMST352: American Culture in Global Perspective	AH or C
AMST365: Asian American Fictions	AH or C
AMST369: Filipino American Culture	AH
AMST375: Studies in Asian American Culture	AH or C
AMST376: The American Dream	AH
AMST380: Community in America	AH
AMST382: Perspectives on Family	AH
AMST388: American Environments - Landscape and Culture	AH
AMST395: American Music and Culture	SS or C
 PUBH200: Introduction to Public Humanities	 AH