

Session	Contact Presenter Name	Title for Session	Session Abstract
1	Erika Rakas	Hard wiring the mind: Creating Sensory Engagement to Nurture Critical Thinking	Breaking boundaries allows a new approach for engaging students in critical thinking, one that uses mindfulness techniques. Mindfulness happens when presence is achieved. How do we accomplish this in the classroom? By creating opportunities for students to engage through their senses, presence in the mind is possible and critical thinking is nurtured. I will explain the benefits of applying mindfulness techniques and how they connect to more effective critical thinking. I invite you to participate in a sensory engagement exercise.
1	Pamela Longo	Saving Socrates, or Restoring Mindfulness to Student Learning	How do we motivate our students to succeed? Learning theories point to metacognition as a means to foster a growth mindset among students with diverse skills and experiences. Considering practical applications for the classroom, this paper urges an interdisciplinary effort to employ the humanities in the process of forming more mindful students whose visible thinking may promote their ownership of the learning process and their drive to succeed.
2	Richard Potsabay	Critical Thinking And The Power Of Social Media	This session will focus on using popular social media, current events, and technology in the classroom. Each instructor will discuss a significant assignment that incorporates the use of a social media tool, the impact of the assignment, and the takeaway from students. Audience participation will include small breakout sessions asking instructors to detail how they might incorporate social media into their field. Participants are encouraged to bring laptops or mobile devices.
3	Paul Benson	Applying for the 2018 NEH Institute on Slavery and the Constitution	This program will focus on the extraordinary opportunities available to community college faculty members (full and part-time) in the National Endowment for the Humanities' 2018 Summer Seminars and Institutes. The many advantages of these seminars and institutes will be highlighted and participants will be encouraged to apply for one or two of them by March 1, 2018.
4	Theresa Gromek	Common Read at Tri C: Instituting a Common Reading Program at a Multi-Campus Community College	In 2014, a group of faculty across several disciplines created the first common reading program at Cuyahoga Community College, a multi-campus institution in Northeast Ohio that serves over 23,000 students. Our committee designed the program to function across all disciplines of the college, and the committee intentionally decided to keep the Common Reading Program separate from the college's newly formed first-year experience course. These are noted differences from other common reading programs across the nation. This faculty panel covers the chronological development of the program, spanning from creation to current state, offering examples of classroom incorporation of both fiction and nonfiction common read texts and ways to encourage cross-disciplinary collaboration in co-curricular events.

5	Jarvis Slacks	Academic Engagement at the Library of Congress	A presentation of the Montgomery College-Library of Congress Fellowship. This joint pilot program between Montgomery College and the Library of Congress allowed for community college faculty and staff to engage with the Library of Congress collections and services. The pilot has had a direct benefit to Montgomery College, increasing the quality of their research. The presentation will provide an overview of the project, its successes, and what's next. Time will be given for discussion.
6	Bernadette Low	Evergreen, The Walters, The Peabody: Rare Book Collections in Baltimore	The presentation will describe the ways that humanists of Baltimore have enriched the culture of city and all American citizens through their vision and love of the humanities, art, and books. The presentation will describe the ways the public has had access to these treasures and the ways they can continue to appreciate them. It will remind current students of the humanities of unseen treasure close by and of the good fortune humanists of today experience as a result of the vision, the foresight, and the resources of earlier collectors who make these priceless collections intact and available today. These collections are available for student tours.
6	Dallie B. Clark	The USPS as a Classroom: Surveying the Humanities through Stamps!	Stamp designs break boundaries! Anyone who has ventured into philately – the exciting study of stamps – knows that an almost limitless number of topics have been depicted in postal designs. History, botany, civil rights, architecture, rock and roll musicians, astronomy, and literature are but a few of the interdisciplinary topics represented through the study of stamps. Visit this session for new ways to present course material! Door prizes and samples will be available!
7	Donavan Muir	Robots Can't F@#K: On the Non-Equivalency Of Human and Artificial Intelligence	
7	Zoe Close	Transhumans: The Interface of Humans and Machines	Human beings have been exploring human nature since the beginnings of philosophy. I will examine the implications for human nature in light of the current status of this mind-machine interface and look at the possibilities for the future. I will present both the utopian and dystopian views. The replacement of body parts and the permanent storage of information seem like enhancements for what it means to be human. Becoming dependent on machines paints a darker picture for future humans. Participants will experience visual examples of both points of view and will have the opportunity to interact.
8	Mark Thames	Promoting Liberal Education in Working Class and other Oppressed Communities	Mark Thames will present his paper on “Renewing the Place of the Liberal Arts in Contemporary Community Colleges.”
9	Brian Johnson, Ph.D.	Teaching the Irrational: Handling the Fringe Ideas of Famous Thinkers	Courses in philosophy or critical thinking are often at odds with the strange ideas of famous thinkers. However, by addressing the strange notions of famous within a classroom setting, and then contextualizing what, at first glance, appears to be irrational thinking, we can create a means of dealing with the irrationality and use it to

			address the irrationality that is, unfortunately, pervasive throughout contemporary media.
9	Elijah Pritchett	Apollonian Light and Dionysian Darkness: Rethinking Greek Myth	This collaborative presentation will focus on modern use/reuse of Greek myth. Utilizing philosophy, literary and media analysis, it will show that myth functions as a nexus where we satisfy our paradoxical cultural desires for a coherent meta-narrative while simultaneously seeking validation for our irrational impulses. Thus, the presentation will represent a version of Nietzsche's early thesis concerning the Apollonian/Dionysian, updated to encompass a world permeated by digital images and governed by aestheticized politics.
10	David Leight	Virgil Geddes, the Forgotten O'Neill: Poet, Playwright, and Postmaster	How did Virgil Geddes, a man in 1932 called the "Future O'Neill" by the New York Post, who produced a series of groundbreaking pamphlets intended to change the face of theatre, who wrote such provocative plays that audiences either lauded him or walked out, who directed the Experimental Theatre of the Federal Theatre Project because of the nature of his plays, end up Postmaster in a small Connecticut town—and all but forgotten in literature?
10	Paul Sukys	Bromfield: The Distant Past, the Near Past, and the Future	The presentation is an evaluation of Louis Bromfield's later novels, especially those that anticipate the political and economic trends of the 1950s. His two novels are The Man Who Had Everything and Mr. Smith anticipate such 1950s novels as The Man in the Gray Flannel Suit, and The Best of Everything. These two Bromfield novels also anticipate the ideas expressed by David Riesman in The Lonely Crowd and C. Wright Mills in White Collar.
11	Cristóbal Espinoza-Wulack	Reclaiming Truth: The Role of Humanities in The Age Of Information	From the perspective of history, genocide studies, philosophy and administration, different faculty will discuss the methodological advantages that humanities offer to distinguish truth from propaganda. Attention will be devoted to address the challenges behind the implementation of these approaches.
12	Sydney Elliott	Breaking up with Shakespeare: Saving Students, Sanity, and Lives	
12	Cathy E. Fagan	Reimagining Literature in the Composition Classroom	What's the use of literature, anyway? Why do we study it? Why should our students study it? This paper examines the place literature has in modern higher education, specifically in community college composition classrooms, in order to better understand how we might use the study of literature to benefit all of our students in any discipline, so that we can better articulate these benefits to an increasingly skeptical student body and public at large.
13	Carr Kizzier	Reading Partners: Student and Faculty Engagement Through Service Learning	In 2016-17, three faculty at the Community College of Baltimore County collaborated with Reading Partners to provide reading tutors for K-4 students in Title 1 elementary schools. In addition, the students and faculty participated in a study to measure outcomes in student learning and engagement and conducted a focus group. In this

			session, we will discuss the outcomes of the collaboration and the role of community college students in advancing literacy efforts.
14	Jacob Witucki	Schematic approach to Moral Philosophy's question, "Why Should I Be Moral?"	Moral philosophy involves more than just practical case studies. This branch of philosophy inherently involves the discussion of epistemology and ontology. The topics in moral philosophy that coincide with epistemology and ontology are best examined using the Schema theoretical framework, specifically when asking, "Why should I be moral?" The outcome of this presentation is to explain the role of how Schema Theory can be applied to a teaching framework in moral philosophy, which results in the addition of a new lens to philosophical thinking.
14	Kristen P McKenna	Voter Education: Non Partisan Teaching	How to teach voter education and talk about the issues in a neutral way. Society and politics have become more polarizing than ever. As educators in a democracy, it is our responsibility to teach in ways to encourage civil debate and respectful interaction. Focusing on facts, we will explore techniques and activities to promote civility and community engagement, while helping students focus on their own values and the candidates or issues who reflect those values.
16	Jorge A. ALas	Critical Thinking Through the Variation of The Spanish Speaking Language:	Teaching Spanish language involves more than just vocabulary and culture. First time learners of the language often ask, "are we going to learn Spanish from Spain, Mexico or Puerto Rico?" In this session, participants will engage in a conversation on how to address similar questions as well as to find ways to incorporate interdisciplinary units into any themed unit of the Spanish language. The presentation could be in Spanish or English.
16	Stacie A Miller	Cross-Cultural Commenting: Strengthening the Writing of the NNES Student	For many Non-Native English Speakers (NNESs), developing academic writing skills is one of the most difficult parts of their college experience. In this session, we will examine why NNESs may struggle with expressing themselves in writing and discuss tips to help these students become stronger writers.
17	Kevin Kondik	Why is Plato's Cave still relevant in the Technological Age?	We will begin with the dichotomy of the Pre-Socratic metaphysical views which led to the adoption of relativistic thought in ancient Greece. Today, relativism leads to an attack on veracity in our current Democratic state. Critical thinking and logical reasoning skills have been replaced by the art of rhetoric and persuasion. The solution is to train today's student to distinguish facts from falsehoods via the counterexample method as exemplified in Plato's Republic.
18	Rebecca Eggenschwiler	Lower Education: The Classist Case Against Humanities at Community Colleges	This presentation will draw and contemporary and historical research about the way vocational training is and has been used to entrench class divides in American society. Framing the problem through the current pushback against Humanities and Liberal Arts programs at many community colleges, we will investigate how politicians, administrators, and some professors engage in classism when they insist on privileging job training over broad, Humanities-inclusive education.

18	Rita Kranidis	Talking About the Humanities	Sharing experience with conveying the role of the humanities and the way we talk about the humanities both here and abroad, this presentation will provide insights on advocating for the necessity of a global humanities approach.
19	Richard Marranca	OER for Composition I & Literature	This presentation will cover the processes involved in the design, development and implementation of OER in Comp I and Children's Literature. The presenters will discuss the motivations behind the project, support infrastructure, content, course delivery and preliminary results from the pilot semester. This presentation will appeal to anyone developing OER courses in English and the Humanities, regardless of subject, as well as those who simply wish to incorporate digital content into their courses.
20	Satarupa Das	Technological Innovations and Patent Institutions in Britain and the U.S. - 1750- 1900	The presentation will focus on the patent system and some inventions in the cotton industry in the U.S. and Britain during 1750-1900. It will investigate the development and the features of the patent institutions in the two countries. The presentation will explore the inventions of spinning and weaving in case of England and ginning in case of the U.S. Apart from some other questions, the focus will be to understand if patent laws in countries lead to technological innovations.
20	Ian Duckles	Taylorism, Heidegger and the Modern Academy	Frederick Winslow Taylor's <i>The Principles of Scientific Management</i> (1911) played an enormous role in completely restructuring early industry. In this paper, I outline the basic principles of the view that has come to be know as Taylorism, show how those principles are increasingly being used as the basis for administering the modern academy, and then develop a critique of those principles influenced by Heidegger and his seminal 1962 essay, "The Question Concerning Technology."
21	Billy Tooma	Dissertation Station Redux	The Arts & Letters Program at Drew University is designed to allow academics the chance to study in an interdisciplinary-centered environment. Its Doctor of Letters degree has allowed these three panelists the opportunities to explore an array of topics while producing serious scholarship. The subject areas of this panel range from Black History to the Holocaust to the politics of baseball.
22	Furaha Henry-Jones	Bringing Africa To A Midwestern Class	History professor Faheem Curtis-Khdir and English professor Furaha Henry-Jones researched the role of writing and leadership development in movements for social change in South Africa. They concentrated on historical sites within Inanda, KwaZulu-Natal and contemporary issues within Ethekwini Municipality. They centered their work on three historic sites of leadership and writing that are in close proximity of one another and were founded by black South African John Dube, white American Mary Kelly Edwards, and Indian Gandhi.
23	Rachel Bernard	Funding Opportunities from ACLS: Fellowships, Grants, and Advice	The American Council of Learned Societies (ACLS) supports scholars in the humanities and social sciences at all career stages through a range of fellowship and grant programs. Please join ACLS program officers as they share information about ACLS's current and future programs, and offer tips and strategies for writing strong fellowship and grant applications.

24	David "Forrest" Caskey	Active, Awoken, Aware, Apathetic: Social Justice Dialogue in Developmental English	Disaffected body language, apathetic answers, minimal coursework effort-- all are struggles we as educators face with our students. In order to not perpetuate a 'lost generation' of cell phone obsessed zombies, I have cultivated classroom environment based upon intergroup dialogue, communal trust, and social justice texts and projects. By creating a communal atmosphere of learning and establishing an intrinsic value in reading and writing to create change in personal and social lives, students can reestablish their presence in the classroom.
24	Matthew James Hodgson	Personal Writing: An Unexpected Prerequisite to Information Literacy	In this presentation, Matthew Hodgson argues that first-year college composition curriculum should demonstrate a clearer connection between personal writing and information literacy, and that personal writing is essential in helping our students develop better skills in research, analysis, and argumentation.
25	Kati Lewis		Join professors Claire Peterson (Humanities) and Kati Lewis (English) as they reflect on the challenges and benefits of bringing together eight very different courses for the Social Justice @ SLCC Course Community. The community offers faculty and students opportunities to explore disciplinary and interdisciplinary approaches and responses to local and global social justice and humanitarian issues. Reflections from each presenter about the course community will be followed by an open discussion.
26	Blake Ellis	Teaching for Change: Guiding Students Through Social Justice Projects	This session will examine best practices for leading community college students through social justice-themed service projects. Two experienced honors faculty will focus on how to turn honors-level research into workable community projects that develop students' leadership skills. The presentation will give particular attention to interdisciplinary research, the development of meaningful community projects, and tips for including a leadership development component in the projects.
27	Jim Soto	Humanities in the Age of Neoliberalism	Neoliberalism's spread into nearly every facet of higher education has been breathtaking. Colleges and Universities are under constant pressure to prepare students to enter the workforce. However, I will argue that we have hit "peak education" where a college education is a necessary, but not sufficient condition for financial stability. I will then argue that the humanities should put additional emphasis on citizenship education, and sketch two possible models.
27	Joseph Donica	Increasing Student Engagement through Open Educational Resources at Community Colleges	In this essay, I argue that the models of open education we have now leave open access culture quite vulnerable to co-opting by corporations and non-profits who operate under the guise of altruism. There is a soft co-opting already happening as foundations herd open resources into centralized places on the Internet and use their "commitment" to open access as a public relations talking point. This leaves one to ask whose dream is being achieved? My goal in using OERs is to increase students' engagement and their sense of agency by showing them the possibilities of a truly open knowledge economy.

28	Katherine di Marca	Madness, Yet There is Method: Teaching Shakespeare in English Composition	Does Shakespeare belong in English Composition at community colleges? When “re-imagining” his works and traditional pedagogies – yes. Help students overcome challenges through strategies such as analysis of Hollywood productions of <i>A Midsummer Night’s Dream</i> , facilitating drama-based activities adapted from the Folger Library’s <i>Shakespeare Set Free</i> series, and re-imagining a Shakespeare play through students writing their own original adaptation. Engage in an interactive exercise and leave with inspiration, ideas, and resources for teaching Shakespeare.
28	James Caverly	Communication, Interpretation, Collaboration: Deaf/Hearing Theatre in the Community College Setting	In spring semester, 2017, the Community College of Baltimore County’s (CCBC) Academic Theatre and Interpreter Preparation Programs co-produced a mixed deaf/hearing production of William Shakespeare’s <i>Romeo & Juliet</i> . In this presentation, we look at the pedagogical implications and opportunities that our project created, the role of multi-modal technological communication, and the practical checklists of interdepartmental co-producing. We advocate for and encourage more institutional support for creative and pedagogical collaborations with minority artist communities.
29	Joe Safdie	Neither Gloom & Doom Nor Sweetness & Light	Commentators on the Digital Humanities range from uncritical technophiles to apocalyptic Neo-Luddites: the goal is to land somewhere in between. My presentation will chart some of the more extreme critics of digital technology, give a sympathetic reading to their criticisms and qualms, and attempt to emerge on the other side, armed with some principles that would privilege organic being in the world and the powers of the imagination rather than internalizing those technologies.
29	Bassam Sidiki	Analyzing HBO’s Westworld: Biopolitics and Posthumanism as Alternative Bioethics	This paper uses critical and social theory (Foucault, Mbembé, Agamben, Haraway) to analyze HBO’s television series 'Westworld' (2016), illuminating the show’s biopolitical implications and what these mean for the state of the field of bioethics. Noting the show’s depiction of artificial intelligence and cyborgs, as well as the violence to which the latter are subjected, this essay argues for an alternative bioethics that reads against the grain of conventional bioethical approaches rooted in analytic philosophy.
30	Elyse Zucker	Promoting Environmental Awareness And Practice In Curricula, Clubs, And Committees	This presentation will consider how, as an English and a Biology Professor working together and individually, we incorporated environmental issues into course curricula, and reached out to the college in a range of initiatives, encouraging other faculty, staff and students to honor environmental preservation. We will talk about types of selections and/or assignments we included, and the special events we ran centered on this theme, including film showings, student club and committee activities, course development.
31	Luther Riedel	Everything Old Is New Again: A Humanities Reinvention Via Rejuvenation	Today’s curricula are becoming ever more so determined by dehumanizing, technologizing, monetizing, and objectifying forces that tolerate the comparatively intangible benefits of the Humanities less and less. However, this is not the time to fundamentally overhaul Humanities disciplines, but rather, the time to assert their value all the more strenuously. Unfortunately, “traditional” has become a pejorative in

			contemporary academe, but our panel will explore several possibilities for the revitalization, rather than rehabilitation, of the discipline.
32	Monika Fleming	Using Family History to Teach Research & Thinking	Family History can be the way to make research fun and relevant, yet teach students skills in primary source research, documentation, oral history, and critical thinking. This can be used in US history courses as well as English composition or research skills courses. Sample assignments and resources will be provided in a PowerPoint program.
32	Sheri	Cultural Identity Maps	Each of us is a unique composite of subcultures that create our self identities. We may assume similarities and differences from others around us, but when we dig deeper, we find that we have much more in common (as well as greater uniqueness). This session will engage participants in a cultural identity map activity with extension activity suggestions that can be used early in the semester in any classroom.
33	Kashif Jerome Powell	"Everyone Has a Story:" Speech as Social Justice Curricula	Everyone Has a Story engages the pedagogy of Public Speech to articulate how speak publicly requires that students to also learn techniques to build and maintain a network of social support, which is especially crucial for underrepresented students who may feel isolated by their educational experiences. The presentation will work to show how the humanities, specifically communication techniques of public speaking taught throughout the "Speech as Public Engagement Curriculum," can be a vital tool to develop the mental and emotional support amongst minority students that breaks down the boundaries standing in the way of student success.
33	Kerri-Ann M. Smith	Exploring Hegemony Through Civic Engagement: How Students Use Service Learning to Challenge Oppression	This discussion will focus on the significance of teaching humanities courses using service learning. It explores the concept of grounding service learning in social justice, by highlighting one specific project that focuses on social justice and suggests key questions that instructors should include in assignments to help students consciously consider their role in making the world more equitable and just.
34	Bridget Kriner	Envisioning Community College: Media Analysis in the Composition Classroom	Popular situation comedies often portray community colleges in a less than flattering way—from students that are "losers" to ineffective administrators, to a lack of academic rigor, are the punchline to many jokes. Here, I will discuss using of television media representations as pedagogical tools in my composition classes. By confronting the view of community colleges, I hope foster greater critical consciousness and provide students an opportunity to challenge how their education is portrayed in popular culture.
34	Tom Hallquist	Inquiry into Inmates Perception of Public Education on Criminal Activities	This study examines the academic racial academic achievement gap and the perceptions of inmates of their public education experiences and the influence it had on their criminal activities. The study was conducted at the Davidson County Sheriff's Office (DCSO) jail training facility in Nashville, Tennessee. Narrative focus group inquiry interviews were used to develop a portrait of the effectiveness of public school educational experiences ranging from course material, teacher experience, and the organizational structure of the school

35	Biographers International Panel	Biographers International: Bridging Disciplines	A discussion of biography as the 'gateway drug' to teaching about the humanities, history, the arts, and even STEM!
36	Lauren Onkey	Stokes: The Humanities Center as Community Service	This presentation will showcase Stokes: Honoring the Past, Inspiring the Future, a collaboration between the Jack, Joseph and Morton Mandel Humanities Center at Cuyahoga Community College and organizations across Cleveland. The project can serve as a model for civically engaged humanities work at community colleges.
36	Scott Ash	Humanities Mentoring and the Retention Problem	Since September 2015, the English faculty at Nassau Community College has mentored students at the start of their academic careers. The material and points of view that support humanities studies provide the foundation for effective mentoring. Despite administrative philosophies and administrators who may argue that humanities study is not cost-effective or "productive", I have seen proof that the humanities reaches beyond the classroom's walls in ways even an administrator can love.
37	Rose-Ethel Althus Meza	Between the Words and the Actions: Why So Few Great War Nursing Women Were Diagnosed with Shell Shock	
37	Elizabeth Wheeler	"We are Living in Babel Now": On the Transliminal in Arundhati Roy's Work	Arundhati Roy, in her new novel, <i>The Ministry of Utmost Happiness</i> , as in her earlier 1997 novel, <i>The God of Small Things</i> , and in her more than twelve books of nonfiction essays, defies borders. I'll reference Roy's political work and biography as well as her earlier writing and explicate the border crossings described and suggested in <i>The Ministry</i> whose protagonist is born a hermaphrodite.
38	David Dry	The Fulbright U.S. Scholar Program and Community Colleges	Although the Fulbright U.S. Scholar Program awards approximately 800 grants each year, for the 2016-17 cycle, only twenty-one community college faculty members secured grants. We are two of those twenty-one teaching scholars. We contend far more community college faculty are qualified and capable of becoming Fulbright Scholars, and this panel is dedicated to sharing advice on applying for the grant and our cultural experiences teaching English and theater in India and American history in Kyrgyzstan.
39	Monica Walker	Humanities for All: Community College and University Partnerships Student Panel	With generous support from the Andrew W. Mellon Foundation, The Community College of Baltimore County (CCBC) and Johns Hopkins University (JHU) have launched the Humanities for All collaboration to develop effective, replicable and scalable practices that will expose a majority of CCBC's degree-seeking students to humanities-enriched academic experiences. During this panel discussion, attendees will hear from students who completed the JHU summer undergraduate research experience and learn about other aspects of this innovative partnership.
40	Anthony Kolios	Computational Thinking and Programming in the Humanities Curricula	Is computational thinking and programming suitable in a humanities curricula? That is what this presentation attempts to address and inspires to promote. We will examine specific characteristics of computational thinking that makes it suitable and desirable

			in the humanities curricula. We will present problem solving frameworks appropriate for learners, and we will demonstrate publicly available computing environments for hands on practice, solution testing and evaluation of results.
40	Michael LeBlanc	The War on Science: Bridging the Science Communication Gap	In response to the recent wars on science and facts, this presentation works to bridge one side of the gap in science and communication by sharing pedagogical techniques and experiences centered on bringing science into the writing classroom. Two course modules will be discussed, one focused on scientific controversies such as teaching evolution and genetically modified organisms, and one in which students take on The Flame Challenge from the Alan Alda Center for Communicating Science.
41	Andy Rusnak	Contextualizing English 101 for Academic Pathways	English Faculty from the Community College of Baltimore County discuss the development of contextualized composition courses for the six, newly-implemented academic pathways: Arts; Business, Law, and Education; General Studies, Humanities and Social Science; Science and Health Careers; and Technology, Engineering, and Math. These courses synthesize all the traditional major components of a college composition course while incorporating material that is germane to the future majors within the pathways. This work involves a Melon Grant.
42	Robin Satterwhite	Teaching Technology and Society using the Humanities	Humanities: Technology and Society, Living with Change is an anthology which uses several areas of the Humanities (including literature, song lyrics, websites, poetry, etc) to engage students in the understanding of how humans have reacted to technological change. From Jack London's The Apostate to Bruce Springsteen's Youngstown lyrics, these stories and ideas will encourage participants to use new way and different ways to teach this subject.
42	Sheri Jordan	Introducing Multiple Perspectives through "The Danger of a Single Story"	Incoming college/university freshman students struggle to think outside the box they've grown up with or to see the need for multiple perspectives. In this session, I will demonstrate how I use Chimamanda Ngozi Adichie's TED talk "The danger of a single story" to introduce the need for multiple perspectives. Participants will also brainstorm and leave with extension suggestions to use in writing/critical thinking and other courses.
43	Marisol Galarza-Ruiz	Using COIL and IT tools to Enhance Global Teaching & Learning	A professor of Spanish, an instructional designer, and a librarian will share their experiences launching a successful Collaborative Online International Learning (COIL) module. Students in Spanish classes from Monroe Community College and Universidad Autonoma de Ciudad Juarez, Mexico completed a cross-cultural project based on the Celebration of the Day of the Dead. This panel will share ideas, concrete tips, sample forms, demonstrate technology, and open the floors for others to share their successes with similar projects.
44	Dr. Allan J. Ballinger	Analysis of Arvo Pärt's Cantus in Memory of Benjamin Britten	Arvo Pärt's Cantus in Memory of Benjamin Britten was written to convey the composer's intense emotions upon learning of the death of musical icon Benjamin Britten. Pärt utilizes several key compositional techniques in Cantus. Written in 1980, it

			incorporates his newly discovered tintinnabuli style of composition alongside the use of proportion canon and Golden Mean proportion.
44	Flora Carter	Applications of Transcultural Analysis to East-West Humanities Studies.	Illustrated talk on classroom applications of transcultural analysis in East-West humanities studies. Derived from musical counterpoint, transculturation is a fitting metaphor for multi-level exchanges between two or more actively-engaged cultures. Going beyond concepts of assimilation and influences, a transcultural approach can illuminate historical, expressive, and innovative dynamics behind hybrid and new art forms, literature, and ideas. Examples prompt wonder, close observation, discussion, critical analysis, and grounded understanding of changing attitudes, circumstances, beliefs and forms.
45	Fredrick Douglass	Culturally Relevant Pedagogy abd The Most Honorable Elijah Muhammad	This panel presentation seeks to explore the construct of institutional White supremacy as a substructure underpinning the American education system. The panel's intention is to inspire and encourage black administrators, faculty, and policy makers to look outside the existing curriculum and build a separate educational system. Our proposed educational paradigm injects the "Teachings" of The Most Honorable Elijah Muhammad into formal education. His paradigm speaks directly to the needs of the Blackman, woman, and child by erasing misnomers of innate black inferiority.
46	Lisa Adeli	Transcending Regional Studies: Curricular Projects Spanning World Regions	This panel focuses on breaking the curricular boundaries dividing the world into regions. Panelists will describe curricular projects that transcend these artificial boundaries. Projects presented include Spanish-language units focusing on Islamic Spain – and the cultural connections between Europe, the Middle East, and Latin America. Other presenters will describe curriculum modules involving the Indian Ocean exchanges between Oman (Middle East) and East Africa, between the Middle East and southeastern Europe, and between Central Asia and Russia.
47	Barbara Lau	Figuratively Speaking: Using Mythological Characters to Redefine Parent-Teen Struggles	Using my play <i>Raising Medusa</i> , this presentation will demonstrate the power of figurative language and references. Examples from my script plus audience feedback will show how mixing mythological with contemporary characters offered a totally fresh view of the parent-teen battle to separate. This concept also: a) provided more approachable and interesting portrayals of teen struggles than realistic ones; b) captured the attention of teen viewers; c) offered new ways for parents and teens to discuss the "metamorphosis" they experience on their rocky path to adulthood.
47	Rich DeRouen	Stage Set: Greek Theater and Democratic Civic Culture	Classical Greek theater and democratic civic culture share not only a contemporaneous history, but also a basic structural parallel: both are marked by the addition of individual voices to a public stage. The presentation will explore deeper connections in their development, such as shared influences in origin, overlapping values and practices, or overt political content in the dramatic texts.
48	Art Schuhart	'Heads Up For "Completion By Design"'	

48	Fred Jordan	"September Days:" Struggle for Academic Freedom, Shared Governance, and Tenure	With the departure of NSCC Vice-President for Academic Affairs Dr. Ellen Weed several years ago, President George Van Allen and his administration, freed from the constraint and commanding presence of Dr. Weed, took actions that curtailed academic freedom, effectively ended the granting of tenure, and flouted shared governance. My presentation, with time left for Q & A, will lay out the history of faculty reaction to and resistance against the regime of President Van Allen, faculty actions that reached a culmination with the September 19th, 2017 announcement by President Van Allen of his retirement as of December 31st, 2017.
49	Jeanette Williams	Literary Magazine Advisors Workshop	This workshop for Literary Magazine Advisors will be led by Jeanette Williams, who runs CCHA's annual Literary Magazine Contest.
50	Helen Feng	Heretic, Lunatic, Populist, Crook: Testing Boundaries in Medieval Christendom	Heresy reappeared in the 11 th century, just as Europe was starting to rebuild after "dark-age" dissolution. The Church, as the governing apparatus of a new infrastructure – Christendom, crafted an official definition of heresy and built a machinery to prosecute it. Who was a heretic? Why were heretics prosecuted? What boundaries did they cross? These questions will be explored through the personal experience of an accused heretic named Tanchelm in Utrecht ca. 1112-1114.
50	John J. Cooney	The Life of Riley' REVISITED	This presentation uses digital and traditional humanities teaching resources and pedagogy to present the life of American ship captain and author James Riley (1777-1840). Riley's life offers lessons in American enterprise and fortitude in the face of domestic and global encounters with adversity and opportunity. His shipwreck, captivity in the Sahara and eventual rescue dynamically illustrates the long history of American engagement with Islam, a history not without stops at the oasis.
51	Carolyn Perry	Performing Gender: LGBTQ Presence in Early Film	In dealing with LGBTQ characters and issues in early film, it's helpful to look at gender as a performance. Hollywood didn't explicitly acknowledge much outside of the hetero-normative standard until the last 25-30 years. However, it implied a great deal. We can look for performances of masculinity, femininity, and sexual desire in early film and see in the history of these performances a context or groundwork for later, more overt LGBTQ characters and story lines.
51	Guillermo Gibens	Latin American stories we will never see in Hollywood	Latin American history has been traditionally neglected and ignored by Hollywood studios. With very few exceptions, the rich and historical variety of events from Latin American countries has never reached the level of interest and curiosity from directors and producers of the American cinema to bring them to the big screen. This paper illustrates through some episodes and personalities from Latin America, the great historical achievements and events Hollywood has overlooked.
52	Sydney Elliott	You Wrote the Paper, Now What? A Conversation about Publishing in Community College Humanities Review	

53	Jules Sears	Literary Voicing: Polyvocal Texts And Polyphonic Reading	
54	Liesl Harris	Digscovery: Bringing Myth, Art, And Culture Together	Join an award-winning Phi Theta Kappa chapter as they describe leading a group of diverse fifth-grade students in a study of myth, art, and culture. The students created their own cultures, engaged in hands-on archaeology experiences, and even presented their findings to the community. They also learned about themselves in the process and learned the power of using myth and art to create, communicate, and preserve meaning.
55	Traci D. Williams	Underestimated, Underrepresented, Overlooked: Falling into the (Academic) Rabbit Hole	
56	Stephen Kaufman	Same Night Sky: Native American and Greco-Roman Star Stories	The night sky at the same latitude reveals the same stars. And yet despite these same stars, different cultures have interpreted the same night sky in dramatically different ways. This illustrated presentation will examine the contrasting cosmologies of the various Native American cultures, that of the Greco-Roman world and our current scientific understanding. Included are the star patterns and stories associated with star origins , the Milky Way, Pleiades and the Big Dipper.
57	Mara Lee Grayson (NJCEA)	“Teaching Writing by Teaching Racial Literacy”	This panel explores how the community college English classroom can become a building ground for civic engagement. First, participants will learn how the racial literacy framework can encourage critical writing in the composition classroom. Then, participants will explore the use of literacy narratives to bridge classroom practice and community outreach. These presentations highlight ways that civic-minded instructors can bring the community into the classroom and the classroom into the community.
57	Rachel Golland (NJCEA)	“Reading Autobiographies and Civic Engagement: Transitioning Classroom Pedagogy into Community Contribution”	This panel explores how the community college English classroom can become a building ground for civic engagement. First, participants will learn how the racial literacy framework can encourage critical writing in the composition classroom. Then, participants will explore the use of literacy narratives to bridge classroom practice and community outreach. These presentations highlight ways that civic-minded instructors can bring the community into the classroom and the classroom into the community.
58	Lauren Onkey	Humanities in Action in Cleveland: The Mandel Scholars Academy	Students in the Mandel Scholars Academy at Cuyahoga Community College will discuss their experiences in learning about Cleveland in a required Urban Studies course for the program and present examples of the community engagement projects they participated in to apply their learning.
59	Andrew Johnstone	Teaching One’s Own History With Social Media	Social media has built in mechanisms that correlate to the skills and ideas most related to studying history. Using social media as a tool to teach resource curation, narrative structure, and contextual analysis is critical for reaching the upcoming generation of students.

59	Luke Schlueter	Social Media, Public Shaming, and the Scapegoat Mechanism	This presentation uses Rene Girard's theory of mimetic rivalry and the scapegoat mechanism to explore the nature of social media and its use as a tool for scapegoating behaviors. The presentation will explore several cases Jon Ronson presents in his book, "So You've Been Publicly Shamed," and will consider what Girard suggests about what it might take to restore civility and humane values to the internet.
60	Monica Rossi Miller	"Strategies For Upgrading Global Languages and Cultures to a General Education Requirement Outcome at the Community College Level"	In order to teach a Common Core course in the area of world cultures and global issues, one best practice is to include in the foreign languages curriculum a course, taught in English, which fulfills both the foreign language requirement and more broadly, which incorporates general education outcomes such as critical and analytical thinking and writing skills. In this presentation I will discuss strategies to meet learning outcomes such as gather, interpret, and assess information from a variety of sources and points of view, evaluate evidence and arguments critically or analytically and analyze culture, globalization, or global cultural diversity, by having students apply principles of critical listening and analytical writing, low and high stakes assignments, to evaluate information presented in selected Italian films. I will illustrate how students learn: <ul style="list-style-type: none"> • to connect prior knowledge to disciplinary discourse as students brainstorm, discuss and share ideas related to reflective prompts provided in class, • differentiate between facts, assumptions, and conclusions in the formulation of a proposed topic or answer, • evaluate the quality of evidence • write evidence based papers related to the analysis and evaluations of Italian films.
60	Bishnu Ghimire	Teaching World Literature in Community Colleges	This presentation seeks to start conversation on the vital role of teaching world literature in community colleges. It also seeks to argue that currently the field of world literature has been left in the margin, which is negatively affecting the overall academic and pragmatic preparedness of our graduates in this increasingly globalized world. Finally, the presentation seeks to propose that an well-integrated world literature course will make community colleges more academically more competitive with their two-year counterparts and prepare our students to play more effective role as citizens of this globalized era.
61	Daniel Perrone	"Academic Freedom - "Fired?" Examining First Amendment Rights From the Court to Class"	An overview of two important court cases from 1967 and 2006 that discuss the current state of academic freedom in America, essentially validating the concept of academic freedom by first labeling it a special concern of the First Amendment, but then subjecting it to limitations in an employment context.
61	Jacqueline Scott	What Is Real News?	Fake News is a term that has received a lot of attention lately, but what about Real News? This session will focus on the important differences between "The Media" and "The Press" and how being able to make that distinction helped English 101 students learn how to identify valid and invalid sources. Attendees will be engaged in a discussion of how to recognize not just dubious sources, but also quality national and local journalism.

62	Patricia Dalton Medved	'Design Thinking' to Break Boundaries of Student Writing Spaces	This panel proposes that 'design thinking' can be integral to humanities courses, especially in writing spaces. The first presentation calls attention to the definitions of design across contexts and how writing studies has taken on the elements of design. The second presentation will explore creativity as a cognitive capacity connected to student research and writing. The final presentation will redefine the creative writing classroom to ensure a more welcoming environment for college writers.
63	Jim Neilson	America's Wars: A Cross- Disciplinary Project	This presentation examines a cross-discipline program, the NEH-funded "America's Wars: Individual Experience and Cultural Memory." This program has three main parts: symposia on war-related themes, a student-curated museum exhibit, and a student-conducted oral history collection. We will examine the obstacles we encountered, as well as where this project succeeded, to help other colleges engage faculty and students in a topic of vital importance that does not easily fit within a single discipline.
64	Greg Campbell	Practical Grammar Instruction	Incorporating grammar instruction into reading and writing courses is simple and important because understanding grammar helps students understand themes and convey ideas. Improving our students' grammar is also mutually beneficial as it makes grading their papers easier, yet many faculty are hesitant to add grammar instruction for fear of boring or alienating the students. Guidelines, handouts, and tips for simplifying and modernizing grammar instruction for all parties will be presented and discussed in this session.
65	Katie Bickham	Using Pop Media to Teach Social Justice	Using popular media like Game of Thrones, Hamilton, The Hunger Games and more, this presentation will give teachers of literature and the humanities in-roads to talk to students about issues of social justice while at the same time critically analyzing the artworks. In addition to having artistic merit, these works provide platforms for students to engage with serious issues like racial injustice, gender inequality, income inequality, and political corruption.
66	John "Jack" Lawlor	Spinning Custer: A Project from the "On Native Ground: Native American History and Land" Summer Institute	The session considers a newspaper editor's objections to US policy regarding Native Americans. After blaming government policy for the military disaster at Little Bighorn, Jesse G. Hawley, the editor, issued a plea against extermination. At this point the session considers the nature and policy underpinnings of Native American extermination using the Sioux in the Black Hills as a case-in-point. The session is rich in its use of education quality primary sources.
67	Brian P. Moran	The Lady is a Champ: History of Women in Chess	Women have had to overcome a variety of obstacles in order to compete in chess competitions. On the one hand men would claim that women were inherently incapable of playing the game. On the other hand, they have found less financial support for participation in national or international events. Since the Cold War ended there is still disparity, however, women have been narrowing the gender gap in their achievements at the board.

67	Amy Forss	"Carrying the Torch: Suffragists and Feminist Symbolism"	In the history of America there has only been one government funded national women's convention. The First National Women's Conference occurred in Houston, Texas, from November 18 to November 21 in 1977. Studies of this monumental conference nicknamed, "Women on the Move" are beginning to be common but the 2,600-mile Olympic style torch run from Seneca Falls to Houston prior to it have limited researched documentation. I propose combining contemporary taped oral histories, images taken by official event photographer Diana Mara Henry, and current day participant interviews to create an exclusive metanarrative of the media-attention strategies borrowed from suffragist predecessors to make the relay a success.
68	Peter McKenna	Dystopia and Digital Narratives: Resisting Technology "Solutions" in Cline's <i>Ready Player One</i>	
68	Sarah Acunzo	Divergent Discourse: Examining Social Justice with Dystopia in the Classroom	This panel examines how teaching the dystopian genre in the college English classroom provides a foundation for students to build a cultural context, to reconsider the world we live in, and to question how social action might inspire or lead toward creating new possibilities in the future.
69	Dan Lewis	Liaison Officers' Workshop	This workshop for CCHA Liaison Officers will be led by Dan Lewis, CCHA's Membership Director, and Jeff Clausen, CCHA's Liaison Coordinator.
70	Eugene A. Greco	Perspectives on Teaching a One Semester Integrated Humanities Class	In the early 1980's Miami Dade College began offering a one-semester integrated Humanities Class. Over the years significant changes have been implemented in the course objectives, learning outcomes, syllabi, teacher preparation/accreditation and staffing for this class. This session will be a frank presentation of how teaching and learning for this particular course has modulated, since its inception, as the knowledge of students and the needs of education and society have changed.
71	Sue Fenton	Phi Theta Kappa: Student Perspectives	Join Sue Fenton of the Community College of Baltimore County as she brings three students along to discuss Phi Theta Kappa.
72	Theresa James	Fitting In: Finding a Place for Non-Western Texts in Survey Courses	A report on a project to enhance the multicultural quality of the Introduction to Humanities course and to add more exposure to reading texts, both original and in translation. The project is not finished, and I wish to discuss issues I've run into and get some ideas on incorporating exercises in a variety of ways without expanding student word-load too much.
72	Victor Caliman, Ed.D.	Embracing Diversity in the Classroom and Beyond	A simple classroom survey will serve as an icebreaker. Students will be asked to share their personal diversity. They may share as little or as much according to their individual comfort levels. Students will have the option of remaining anonymous. The instructor will share as well. Current views of diversity will be compared to more traditional views. Relevant aspects of state and/or national education law regarding diversity will be

			explored. There will be a limited appeal to research to enrich the discussion; specifically Gary Howard's views on multicultural education. The strategy of cooperative learning will be offered as a suggested approach to help break down social/diversity barriers in the classroom.
73	Amy Clark Knapp	Art: The World's First Historian	<p>The presentation Art: The World's First Historian demonstrates how artifacts/artistic products are imperative to the history classroom as they reflect the socio-political atmosphere of a given society. Participants will be introduced to artistic products ranging from antiquity to the 21th Century</p> <p>Participants will learn:</p> <ul style="list-style-type: none"> • Artifacts serve as the first records of human history. • Art reflects a culture's socio-political and religious atmosphere. • To incorporate and utilize artistic products to engage students in historical discussions. • The methodology of using art to enrich the teaching/learning environment.
74	Kristin Hanson	I Am a Seamstress: the Humanities and Manual Labor	This presentation explores how work as a seamstress informed my understanding about the humanities and its place in the modern world.
74	Mark Stubenberg	"Facilitation of College Level Experiential Learning: A Proposal for an Interdisciplinary Eco-Home Project Kit"	This program outlines an interdisciplinary eco-home project kit that college campuses can use to provide real-world design experience to their undergraduate students. The program requires environmental science, computer science, and engineering majors to work together in small groups on "mini-projects" that each address a necessity of a modern home. The final eco-home product provides an inhabitable environmentally sustainable structure that colleges can display to prospective students.
75	Marta Moore	Breaking Linguistic Boundaries: The Multilingual Classroom	My presentation focuses on breaking the boundaries stemming from the "myth of linguistic homogeneity" in the college classroom. I will argue that linguistic diversity is a relevant issue for all language users and writers. Since in the past linguistic diversity was relegated to ESL writing, teachers and scholars have overlooked the presence of multilingual writers and those students whose language practices fell outside "the image of prototypical students." Listeners tend to be more alert for linguistic difference from people who exhibit racial or other forms of difference so their deviations from standardized language are more likely to be marked.
75	Rebecca Eggenschweiler	"Lower Education: The Classist Case Against Humanities at Community Colleges"	This presentation will draw and contemporary and historical research about the way vocational training is and has been used to entrench class divides in American society. Framing the problem through the current pushback against Humanities and Liberal Arts programs at many community colleges, we will investigate how politicians, administrators, and some professors engage in classism when they insist on privileging job training over broad, Humanities-inclusive education.
76	Sharon Masrou	The NEST - A Bird's Eye View of the Food Pantry at NCC	In September 2013, Professor Sharon Masrou, had a simple but powerful idea: put food together with hungry people. Many in our campus community were aware that increasing numbers of our students were food-insecure, and she and her team decided

			to do something about it. After two years of unrelenting effort, The NEST officially opened in September 2015. We believe that our story about establishing The NEST might encourage other campuses to start food pantries, and we feel that hearing about our journey may guide them in this endeavor.
77	Nicole B. Wallack	The Essay-Centered Curriculum in the Future of the Humanities	Institutions of higher education seek to graduate students who are capable of engaging with complex ideas, changing their minds in response to evidence, expressing themselves clearly, communicate with people who do not believe what they do, and feel confident in their roles as public thinkers. Under these circumstances, an essay-based curriculum has never been more needed, or more timely. This presentation will ask what faculty, students, and institutions stand to gain when we more directly teach essay-writing across our courses.
77	Toni Ann Hernen	Re-Designing Developmental Reading: Literature Circles in College Reading	Do you find your students wanting to sit back and listen rather than share their thoughts during a college reading course? This presentation will describe the implementation of literature circles into a college developmental reading course and present the difficulties and success of using literature circles in developmental reading.
78	Andrea Fabrizio	Columbia Core at Hostos: Humanities for the Community College Student	We will discuss the goal, design and implementation of a collaboration between Columbia University and Hostos Community College/CUNY to develop a core curriculum for Hostos students based on the famous Columbia Core. We will focus on curriculum development and the project's goal of tailoring the curriculum for a writing course sequence. Participants will learn how a community college developed writing pedagogy for engaging students in a relevant and empowering study of key humanities texts.
78	Annie Dwyer	Emerging Partnerships: Community Colleges and Doctoral Programs in the Humanities	New partnerships between community colleges and humanities PhD programs are emerging nationally. They often include mentoring, and they focus on preparing doctoral students for faculty and leadership roles within and productive work in collaboration with two-year institutions of higher education. This presentation will describe these initiatives, report on projects and findings, and request feedback from conference participants on best practices.
79	Alisa Cercone	Critical Thinking and Collaboration: An Interdisciplinary Approach to Teaching and Learning	SWIG, a multimodal High Impact Practice, reimagines the humanities by fostering interdisciplinary collaboration that promotes critical thinking and information literacy. Students develop critical thinking skills while addressing problems and evaluate the myriad of information available to them in libraries, databases, and the Internet to complete their projects—research, writing, and digital presentations—thereby fostering a high level of media literacy and critical thinking skills as per Bloom's Taxonomy that are crucial for the present and future.
80	Meghmala Tarafdar	Engaging Students for Leadership Roles in Meeting Community Needs	Queensborough Community College-City University of New York's high impact practices are instructional modalities that help students develop skills and competencies within and beyond the classroom. Civic engagement and structured

			reflection activities enable students to discover how their disciplinary knowledge can have an impact on societal issues. Presenters will share strategies for fostering partnerships with non-profits in order to engage students in service experiences that stimulate them to examine complex issues related to equity, diversity, identity, and belonging.
81	Rose-Ethel Althus Meza	"Not Just Another Mystery Writer: Dorothy Sayers as Defender of Surplus Spinsters"	
82	CCHA Staff		
83	Julia diLiberti	Meeting at the Intersection of Math, Science, and the Humanities	Three insights make up the bulk of this abstract: One: The arts beget technology; technology inspires the arts. Two: The lines between science and art are noticeably blurred. Three: The Humanities, with emphasis on skills later enumerated are, in fact, the disciplines more likely to impart the needed 21st century job skills to our students. This paper will explore each of these insights in turn suggest a blueprint for a 21st century Humanities education.
83	Michael Forte	Math: It Has Problems	This is a presentation demonstrating different approaches to teaching word problems encountered in developmental mathematics. Attendees will see how multi-modal approaches to problems can enable students to work within their strengths. Discussion will also include how students can make sense of their work and the resulting solutions through the use of language. Participants will be encouraged to share strategies.
84	Laura Migliorino	The Book as The Foundation For Humanities Education	The American Academy in Rome Fellowship was a life changing opportunity, and provided a month of focus to create the Humanities/STEM curriculum using rare books. The result of the research is a series of PowerPoint lectures featuring lush, and powerful photographs of each book with a synopsis of the author, or content. The beauty of the photographs entices the student and introduces them to the humanity component of the STEM class.
85	Stuart Lenig	Engaging through Creation: Maker Culture in the Arts	Join the Engaging Through Creation Roundtable where participants will share the stories of their work creating indigenous art products with their students.
85	Fred Jordan	"Avoid The 'Encyclopedic Skim': Teach World Civilization With Depth"	It's mind-numbing for both students and teachers to study civilization via an encyclopedic skim; happily, we can forego the attempt to "cover everything." Via supplementary required books; writing assignments; classroom discussions; and in depth study of selected civilizations and regions, students and teacher have a more profound and happier experience than that endured by those classrooms, in a task as elusive as that of Sisyphus, of "covering everything."
86	Hiedi Bauer	Redaction Reimagined: Textbook, Meet Poetry	Poetry is a way of using wordplay to get at the essence of an idea. Blackout poetry involves blacking out most of the words in a page of text. Those not blacked out create

			a poem. In this session, we will apply this activity as a critical thinking tool. Black out a page of a history text to create a poem that gets at its essence. Or chemistry. Or, or, or...
86	RICHARD KALFUS	POETRY REFLECTIONS: SECOND GENERATION SURVIVOR	THROUGH ORIGINAL POETRY, THIS PRESENTER WILL FOCUS ON WHAT IT MEANS TO LIVE IN THE SHADOW OF THE HOLOCAUST AS A SECOND GENERATION SURVIVOR. WHILE SOME POEMS ARE PERSONAL IN NATURE, OTHERS REFLECT, WITH PASSION, THE UNIVERSALITY OF LOSS DUE TO PREJUDICE AND RACISM AT THE HANDS OF TYRANTS, PAST AND PRESENT.
87	Dallie B. Clark	The Letter as Art In The Digital Age	
88	marta moore	Breaking Boundaries: Collin College's Book-in-Common Program	Collin's Book-in-Common program strives to strengthen our community by intentionally breaking down many of the multiple borders on our campus, including faculty-student, ethnic/cultural, conservative-liberal, discipline-discipline, and gown-town. Each year we select a book that is of interest from multiple perspectives and then build a series of events and in-class content that engages those with these perspectives. Recently, for example, we adopted Brando Skyhorse's literary memoir Take This Man, which breaks ethnic, cultural, and gender boundaries while capturing a mother-son story and a boy's single-minded search for a father. Previously we featured Diane Ackermann's The Zookeeper's Wife, which explored the boundaries of fiction, history and zoology and Kristen Iversen's Full Body Burden: Growing up in the Nuclear Shadow of Rocky Flats, which enabled discussions about environmental and nuclear science, the social history of the cold war, the geography of Colorado, the dynamics of social change, and the literary genre of the memoir.
89	Carolyn Monastra	The Witness Tree - a photographic document of global climate change	"The Witness Tree" is a documentary project about the global impacts of climate change. From melting Arctic ice to Australian wildfires, Monastra photographs people, wildlife and landscapes in locations that mark the shifting boundaries between nature and the effects of our not-so-natural disasters. Using Witness Tree images and stories, Monastra will discuss classroom and audience-engagement activities she uses to transform a general awareness about climate change into actions to reduce its effects on our world.
90	Hank Galmish	The Humanities: We are Large; We Contain Multitudes	Abstract: In a recent study of the complex effects of bacteria on life forms, the microbiologist Ed Yong elucidates the importance of micro-diversity in both the evolution of life and its continued sustainability. His book I Contain Multitudes uses the famous line from Walt Whitman's Song of Myself. Although his focus is on microbiology, it is appropriate that he borrows from a poet for his title, since diversity of form, substance, and technique is the matrix out of which the Humanities is born. The teaching of the Humanities is crucial in enabling us to recognize that a healthy community on all levels demands that "We be large! That we contain multitudes!" An individual and a community are two poles of the magnet--both need the other.

			Teaching of the Humanities is essential in recognizing the external and internal multitudes that we are.
90	Nicholas Plants	The Humanities as a Way of Life	Re-imagining the humanities as a way of life enables us to justify their continued existence in a way that is more compelling than on the basis of their utility alone. Rather than perpetuate the false dichotomy that the humanities are either an end or a means, I propose a formulation in which the tension between their value and their utility is balanced rather than heightened.
91	Andra Basu	Diversity Initiatives and Co-curricular Programming for Humanities Courses	The focus of this roundtable session will be on diversity initiatives and co-curricular programming for Humanities courses at a community college. The development and implementation of a year-long event series that incorporated content from Religion, Women's Studies, and Spanish courses will be discussed. Participants will be asked about and provided with tools for creating co-curricular programming at their home institutions that relate to their own strategic diversity initiatives.
92	Stephen Kaufman	3-D Printing in Traditional Academics Contributes to Understanding Human Evolution	Work Force Development and Academics, once distinct areas within the College, have provided pathways for students from each area to work collaboratively to understand better the story of human evolution. The presentation will include video interviews with students, the fossil replicas and a 3-D printing demonstration. The presentation will also explore the many benefits of using the 3-D application across a variety of courses in the humanities and social sciences.
93	Jacqueline Shadko	Have You Seen the Candle Hat? The Arts in Poetry	In the universe of things about which to write poetry, music and the visual arts figure prominently. Framing these arts in verse often results in the creation of multiple layers of meaning for the reader. This presentation looks at how music and art are used as subject and/or metaphor in selected poems by three contemporary Americans: Billy Collins, Steve Kowit, and Philip Levine. The interdisciplinary play of character and voice is extraordinary.
93	Maryanne Garbowsky	"Re-Viewing Emily Dickinson"	Dickinson scholarship continues to question the forty fascicles that the poet assembled between the years 1858 and 1864. What was their purpose? Was their a deliberate ordering of the poems? These questions will be asked and answered in this presentation.
94	Billy Tooma	History, Language, and Literature	These presentations are proof that there is major scholarship happening at two-year colleges and that the relationship between students and instructors is a vital two-way street. Dr. Tooma's portion consists of his approach to honors-level literature. Ms. Casati's focuses on how translation can change the perception and meaning of literature. And Zimmermann's looks at how poetry is a potential healing outlet for Syrian refugees.
95	Sarah Risha	"Visual Culture-A New Paradigm For Education"	Some educators think it is impossible to understand a picture without its label, others doubted the accuracy of information visual culture might produce. Writing and reading

			texts are still the key aspect of education for now, but incorporating visual culture into educational research is proved to bring useful and wonderful tools to the field. Examples of the same video clips and how it is introduced in diverse cultures would be used.
95	Laurie Olson-Horswell	"Integrating Visual Art in Online Interdisciplinary Humanities Courses"	Visual art-making, group interaction, and digital presentations in online interdisciplinary humanities courses re-imagine learning opportunities for community college students. Online students in a first year humanities course draw architecture for a group engaged in research and writing. Second year students in an interdisciplinary seminar choose either painting in the manner of an artist or writing traditional essays. Students engaged in visual art processes explore meaning in the arts beyond traditional creative and critical thinking.
96	Lori Perez	A Mindful Mission towards Equity and Eradicating Achievement Gaps	Equity gaps in education are not unfamiliar. Faculty bear responsibility on taking steps to more directly impact equity gaps within their courses. Now, more than ever, equity in education is recognized as not only an issue of diversity, but also one of morality and social justice. Join us as we discuss one department's journey to take a high enrolled, low success general education course on a mindful and measurable mission to eradicate achievement gaps and directly impact equity.
97	Julia Nguyen	NEH Opportunities	A discussion of the programs and opportunities available from NEH to community college faculty.
98	Lori Perez	A Possibility or A Dream: The Journey to Eradicate Achievement Gaps	Equity gaps in education are not unfamiliar. Faculty bear responsibility on taking steps to more directly impact equity gaps within their courses. Now, more than ever, equity in education is recognized as not only an issue of diversity, but also one of morality and social justice. Join us as we discuss one department's journey to take a high enrolled, low success general education course on a mindful and measurable mission to eradicate achievement gaps and directly impact equity.
99	Lisa Adeli	Incorporating International Content in Community College Classes: University-College Collaborations	This panel describes a collaborative program between a university National Resource Center and a 10-campus Arizona community college system. Panelists will describe the project, share curricular materials developed as a result, and provide information/materials on internationalizing the community college curriculum. The goal is to break down boundaries separating 2-year and 4-year colleges, helping faculty find reputable, FREE resources to enrich their teaching and prepare students to succeed in the interdependent world of the 21st century.
100	Jadi Omawale	Applied Humanities and Equity in Hiring: Why it Matters (Part One)	In this two part workshop we will explore why equity in hiring matters. Which encourages student interest in and sustained investigation into the humanities. Facilitators will present how culturally responsive teaching and learning practices along with equity strategies can create welcoming learning environments. This is a collaborative workshop that includes discussion and ideas regarding the challenge of equity in hiring.

101	Megan Reiser	Building Bridges: Combining IESL with the Humanities	Bridge is a unique program to Green River College that transitions IESL students into college course work by reserving 12 spots in a Humanities course for currently enrolled college students and 12 spots for IESL students still completing their coursework. Students are handpicked with high academic standards from the level four IESL pool to take IESL Level 5 courses while enrolling in a Humanities course. Learn about the process, what students gain, and how this program operates.
102	Rudolph Brathwaite	Understanding and Appreciating How Language Works	
103	Bonnie K. B. Fitzgerald	Roman People: Using Primary Sources to Teach about Non-Elites	We know the most about the elite men of ancient Rome. Most ancient documents are written by them, about themselves and what they felt was important. We can learn about the rest of the Roman people, too, though it can be a bit more difficult to see them. In this presentation I will discuss other types of sources where we can learn about non-elites (women, kids, the enslaved, freedmen, regular family relationships), and share some ready-for-the-classroom examples.
103	Margaret Shaw	Evangeline: in the 21st Century Classroom	Participants will become actively involved in a variety of active learning techniques based on the comparison of Longfellow's epic poem, Evangeline and other materials and concepts from diverse academic areas as well as with concepts and experiences that are relevant today. The presenter will provide attendees with materials for classroom use from which they can choose what addresses their needs and the needs of their students.
104	Alison Diefenderfer	Breaking Down the Passive: Active Learning and Engagement through Redesign	This individual presentation is the reflective work of an instructor in the social sciences who has crossed into instructional technology. I examine (1) how professors can redesign passive courses and increase active learning, (2) how this is liberating both for the student and the professor, as well as (3) how this can enrich the teaching and learning experience. While focusing on pedagogy/adult education principles, this paper is augmented with methodological approaches, inclusive of active technologies.
104	Ashley Fifer	Blueprints for Blackboard: Developing an Online Women's Studies Course	Women's Studies courses are growing in number and popularity and the topic has never been more important. Come and see how a first-time online Women's Studies professor used various media, sources and activities to reach students. Attendees will also be encouraged to share their own experiences in online and women's studies courses. These techniques and tips transfer to other online and humanities classes.
105	Barbara K Emanuele	A Picture, A Word, A Thousand Ways to Incorporate Graphic Texts into the Classroom	Prof. Barbara K. Emanuele Department of English Queensborough Community College The City University of New York 222-05 56th Avenue Bayside, NY 11364 bemanuele@qcc.cuny.edu

			<p>Abstract Community College Humanities Association</p> <p>A picture, a word: graphic narratives make possible a thousand ways to tell a tale and serve as accessible gateways to thoughtful analysis and creative expression in Introductory Composition classrooms. This panel will walk members through the process of creating high and low stakes experiences through multiple mediums.</p>
106	Corena White	'We the People' Demand a More Democratic Republic: the 28th, 29th...Amendments	
106	Peter Carver	"The Simulation Revelation: Communication Training Opportunities across the CC Campus"	Students studying Communication Studies and Theatre develop sought-after workforce development skills. Simulated and Standardized Patients (SPs) help train doctors and nurses around the world. Community colleges stand uniquely poised to use actors to help train police cadets, EMTs, respiratory therapists, mental health specialists, and substance abuse counselors. Students participating in inter--departmental collaborations and Service Learning projects offer specific feedback to future professionals, contributing to the public good while stretching everyone's ability to think critically.
107	Kim Jensen	Students Speak: Reading Coates & Debating Race in Community College Classrooms	The CCBC Community Book for the 2016-2017 academic year was the award-winning <i>Between the World and Me</i> by Ta-Nehisi Coates. Join Dr. Kim Jensen and her students from three different sections of English 102 as we discuss our work and reflect on our experiences of reading, thinking, debating, and writing about the issues raised in this timely, provocative text.
108	Peter Ufland	Defending Your Life: Redefining the Utility of the Humanities	Our panel will examine three innovative approaches to course design, all of which improve student performance and academic preparation, and bolster the argument that the humanities play an integral role in the overarching mission of the community college. Through the use of backwards design, contextual composition, and student-centered grading methodologies, humanities courses can provide students with the type of skills and competencies vital to all workplace environments.
109	Jadi Omawale	Applied Humanities and Equity in Hiring: Why it Matters (Part Two)	In this two part workshop we will explore why equity in hiring matters. Which encourages student interest in and sustained investigation into the humanities. Facilitators will present how culturally responsive teaching and learning practices along with equity strategies can create welcoming learning environments. This is a collaborative workshop that includes discussion and ideas regarding the challenge of equity in hiring.
110	Andrew Bishop	Creating A "Natural Critical Learning Environment" In Survey Courses	There is no shortage of content to examine in survey courses. But how can teachers create environments which inspire students to apply content knowledge and – in fact – seek new information to solve concrete problems? Drawing upon lessons learned in

			teaching history and literature survey courses, the facilitators will review Ken Bain's notion of a "natural critical learning environment" and invite participants to develop and share classroom activities that promote critical learning.
200	David Leight	Crossing Disciplinary Boundaries through Linked American Literature and History Courses	This workshop will describe how two long-time professors co-taught their American history and literature survey courses to provide students with a deeper engagement with and understanding of both subjects. Workshop participants will engage in several representative activities juxtaposing literary texts with historic Civil War documents, Populist films, WWI propaganda, and New Deal program letters. Extensive additional materials from ten years of co-teaching will be provided in digital form, and nuts and bolts will be described.
201	Franky Abbott	Using Primary Sources to Support Inquiry-Based Instruction	Explore the Digital Public Library of America (DPLA) and its Primary Source Sets, collections of instructor-vetted primary sources on 120 topics in history, literature, and more, drawing on diverse resources found in DPLA—from newsreel footage to historical maps to oral histories. Presenters will lead a series of interactive activities using these free resources, share implementation strategies, and collaborate with participants to develop approaches to incorporating primary sources that are optimized for their students and curricula.