



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Hispanic-Serving Institutions application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Coastal Culinary: Exploring Food Narratives
Institution: Galveston College
Project Directors: David Shane Wallace, Michael Berberich
Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

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2. SUMMARY

The “Coastal Culinary: Tasting Food Narratives” project is a two-year (25 month) effort to strengthen the teaching and study of humanities within the Galveston region, specifically at Galveston College, a Hispanic serving community college. The humanities topic of focus is food studies, food pathways, and the use of personal narratives informed by family recipes – story-telling focused on food. Twelve faculty participants in addition to the Director and Co-Director (n=14) will engage in a four-phase professional development sequence of (1) group study, (2) curriculum re-design, (3) implementation, and (4) assessment of practice through self-study.

Topics to be explored in the group study include food studies in relation to the humanities, diasporic significance of food, theorizing the recipe memoir, and utilizing the recipe memoir to better understand the human environment. As part of the group study, four external scholars will present a series of public seminars (public and students of participating faculty included) and discussions on these topics during Year 1. Following conclusion of the group study, faculty participants will re-design or develop curriculum to incorporate the new content and methods related to food studies. During Year 2 of the project, Faculty participants will implement their re-designed or newly developed curriculum and conduct a self-study on their experiences. The project is designed to support increased capacity of participating faculty to teach the humanities by building humanities content knowledge, facilitating community focused on scholars and scholarship, and engaging in reflection through self-study.

The “Coastal Culinary: Tasting Food Narratives” project goal is to improve the quality of humanities teaching and learning at Galveston College and it aims to (1) increase content knowledge of participating faculty, (2) increase students’ exposure to and understanding of the humanities, (3) increase scholarship of practice gained through self-study, (4) revive Division of Arts and Humanities program gained from a new community of practice, and (5) heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

3. NARRATIVE

Intellectual Rationale

The **topic** this project addresses is *Food Studies in the Humanities*. A group of **12 faculty** (10 already committed), in addition to project leadership (2) and students (approximately 40 students per participating faculty), will study scholarly work in food studies, food pathways, and the use of personal narratives informed by family recipes—story-telling focused on food. *Food* not only acts as sustenance for human health and survival, it acts as a structural foundation for humans' lives. Cultural variation is no more evident within a diverse region, such as the port and resort city of Galveston, than as it is through variations in food—ingredients, recipes, and customs encompassing preparation and consumption of food. An examination of food-driven narratives is a means to examine identity, culture, sex, power relations, friendship, politics, religion, and priorities. In all these ways and more, food pervades our culture and gives meaning to our lives (MacClancy 1993).

Exploring the topic of *Food Studies in the Humanities* through personal narratives is important. Food narratives have the potential to provide (1) a point of and for social contact; (2) a vector for spreading cultural knowledge, (3) a method of exploring and expressing personal identity, and (4) a means to provide a tangible way to recall past events and record one's home (Rearick 2009). It provides individuals of diverse groups, sharing the same academic space, a safe venue for relating personal identity and sociocultural background to the content at hand. The humanities classroom, then, can act as space for and of sociality and as a means of communicating cultural knowledge and values.

Utilizing food narratives to better understand the human environment increases the relevance of humanities content for faculty and students. Connecting personal stories with the

learning of history, literature, philosophy, and other humanities increases motivation, participation, achievement, critical thinking, and retention (Ryan 2010; Wolters 1998; Zimmerman, 2001). In addition, narratives used in conjunction with content can heighten students' *agency* (Lindgreen and McDaniel 2012). Martin (2004, p. 135) defines agency as “the capability of individual human beings to make choices and act on these choices in a ways that makes a difference in their lives.” Food narratives heightens agency because it connects knowledge and learning to an individual’s perspective and unique background. “Knowledge is never point-of-viewless” (Bruner 1991). This is especially relevant to Galveston College (GC) which serves a high population of First Generation College students and groups historically underrepresented in higher education (e.g., Hispanic, African-American, and immigrants).

The **intellectual goal** for inclusion of food studies and narratives at GC is to explore humanities topics and methods that engage students from diverse cultural backgrounds in dialogue on a subject that all humanity shares—food. And through this dialogue, more complex humanities concepts will be introduced such as conflict over space and resources, contemporary and historical human challenges, and connecting humanities to current national and international conditions (e.g., food scarcity, terrorism, ethnic displacement). With the support of NEH, we intend to push the curriculum towards a more humanistic and student-centered focus.

The **strategy** this project will utilize is a four-phase faculty professional development sequence of (1) group study, (2) curriculum re-design, (3) implementation, and (4) assessment of practice through self-study.

The **primary audience** will be GC humanities faculty. Faculty participants will be the project Director and Co-Director, other GC faculty in the Division of Arts and Humanities, and faculty participants from collaborating institutions. Humanities disciplines represented by the

faculty participants will include—but may not be limited to— literature, English, reading, humanities, history, communications, and geography. A **secondary audience** will be students at GC and students of participating faculty and teachers (approximately 500).

The project goal is to **improve the quality of humanities teaching and learning** through (1) increased content knowledge of participating faculty and their students, (2) increased students’ exposure to and understanding of the humanities, (3) increased scholarship of practice gained through self-study, (4) invigorated Division of Arts and Humanities program gained from a new community of practice, and (5) heightened efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

Content and Design

The projects’ humanities **content focus** will be on food studies, food pathways, and the use of recipes to create narratives (e.g., food stories). Three sets of knowledge will be explored. The first set will establish the theoretical framework of food studies in the humanities. The second set of knowledge will be gained by examining the connection between food studies and the study of identity and community, politics and culture. The last set will be a study of technical readings outlining process and methods of using recipes in a classroom setting to teach narrative style and to encourage students’ participation and agency. The topics and sessions will be in the following sequence during Year 1 (**Table 1**). See **Attachment 5.a.5** for an expanded and more detailed description of the topics, key questions, external scholars, and associated readings.

Table 1: Description of Topics and External Scholars for the Group Study Sessions in Year 1

<i>Topic 1: Introduction and Orientation to “The Humanities of Food”</i>

External Scholar	John T. Edge is Director of Southern Foodways Alliance	September 2017
Facilitators	Shane Wallace, Ph.D. Dr. Wallace is Project Director. Michael Berberich is Project Co-Director.	
Description. This introductory session will examine the purpose of utilizing <i>food studies</i> or <i>food pathways</i> in the teaching and learning of humanities. The seminar will be open to the public and attended by participants and students.		
Example Texts	Edge, J. T. <i>The Potlikker Papers: A History of the Modern South</i> . 2017. Floyd, (see Attachment 5.a for complete list of readings and references)	
Topic 2: History of Food Studies in Relation to Humanities		
Facilitated Discussion	Project Director and Co-Director.	November 2017
Description. Expanding on the prior discussion of what is food studies, how it informs the humanities, and why it is relevant to GC.		
Example Texts	Belasco, W. <i>Food: The Key Concepts</i> . 2008. Bentley, A. <i>A Cultural History of Food in the Modern Age</i> . 2012	
Topic 3: Diasporic Significance of Food		
External Scholar	Vivian Halloran, Ph.D. UCLA. Dr. Halloran is Associate Professor of Comparative Literature at Indiana University.	February 2018
Description. Halloran will share her research on utilizing culinary memoirs to better understand immigrant experiences in a new place and among a different culture. Public and Students included.		
Example Texts	Ojwang, D. “Eat Pig and become a Beast”: Food, Drink, and Diaspora in East African Indian Writing. <i>Research in African Literatures</i> , 42(3): 68-87. 2011. Wolf, L. “It Takes a Village to Raise Spinach”: How a local Southeast Asian community came together to fight for their way of life. <i>Texas Monthly</i> , Nov 2009.	
Topic 4: Theorizing the Recipe Memoir: A Window into an Array of Intricate Social, Cultural, Gendered, Classed, Rural, and National Histories		
External Scholar	Lucy Long, Ph.D. University of Pennsylvania. Long is the Director of the Center for Food and Research Associate at Bowling Green State University in Ohio.	March 2018
Description. This session explores the influence of recipe memoirs on creating <i>place</i> which, in turn, can be used as a tool to encourage tourism, activism, dissent, or solidarity. Public and Students invited.		
Example Texts	Long, L. <i>Culinary Tourism</i> . 2010. Clarke, A. <i>Pig Tails ‘n Breadfruit</i> . 1999.	
Topic 5: Utilizing the Recipe Memoir to Better Understand the Human Environment		
External Scholar	Dustin Knepp, Ph.D. University of Albany, SUNY. Knepp is Associate Professor of Latino and Latin American Cultures.	April 2018
Description. This session examines how the recipe memoir is used to preserve the diverse heritage, traditions, and history of marginalized groups. Public and Students invited.		
Example Texts	Knepp, D. Spreading Tradition: A History of Tamal-making. 2012. Rawson, K. Stories of Food, Labor, and Equality at the Waffle House. 2013.	
Topic 6: A Taste for Writing: Integrating Food Narratives into the Humanities		

External Scholar	Vivian Cadbury, M.A. University of Illinois at Chicago. Ms. Cadbury is Associate Professor of Writing and Communications at the Culinary Institute of America	May 2018
Description. In this workshop, Cadbury will demonstrate transforming family recipes into personal food narratives. Discussion and practice will focus on the integration of food studies, humanities content, and food narratives. Public and Students invited.		
Text	Cadbury, V. C. <i>A Taste for Writing: Composition for Culinarians.</i> 2007.	
Application: Faculty Participants will plan curriculum and self-study for implementation		
Internal Faculty Development	Internal education research expert with Director and Co-Director will facilitate self-study and curriculum development workshop.	June 2018
Description	During this application workshop, facilitator will guide Faculty Participants to create curriculum modules and a self-study plan.	

Project activities will fall into four phases: (1) group study, (2) curriculum development and re-design, (3) implementation, and (4) assessment of practice through self-study. Group study will occur during Year 1 of the project. Project participants will meet as a cohort for group study two times in the fall semester and five times in the spring semester (five group study sessions with invited external scholars and one application workshop). Pre-reading will be assigned prior to group study sessions. Group study sessions with external scholars will be 3.0 hours in duration and will follow a structured format : (1) public seminar with the external scholar attended by participants and students that is open and advertised to the public (1 hour), (2) discussion period with the external scholar open to the public (30 minutes), (3) discussion period among faculty participants, students, and the external scholar that is closed to the public (60 minutes), and (4) guided dialogue (facilitated by Director and Co-director) among faculty participants to make explicit connections between the session topic and humanities teaching and learning (15-30 minutes).

Curriculum re-design will be a one day workshop of faculty participants held in late May or early June following the end of Year 1 spring semester. Faculty will design a curriculum unit or activity that incorporates family recipes to construct or examine narratives. Through guided

inquiry they will identify a self-study topic related to the curriculum re-design and use of food narratives. They will form small groups based on similar interests and design a preliminary plan for their self-study.

In September of Year 2, participants will attend a second revision workshop. During the revision workshop they will re-visit their plan, revise as needed, and solidify their plan for implementation. During the fall, participants will implement the course re-design and collect information as needed to address their self-study.

During the spring of Year 2 participants will reflect on the inclusion of food studies in their instruction, attempt to answer and support their self-study question. During Year 2 participants will have feedback among project director, co-director, faculty development expert, and other members of their study group. In addition, participants will meet at least once per semester in a guided discussion format to share experiences and discuss their successes and hurdles.

Faculty participants will create a final report and poster. Faculty participants will share project experiences with colleagues, students, and invited community members through a **public mini-conference** presented as a poster gallery event to be held at GC in May of Year 2.

Project Personnel

Director, Shane Wallace, and Co-Director, Michael Berberich, anchor the project and are exceptional leaders and teachers. Wallace is a specialist in critical interpretations of ethnicity and gender in American literature. He also was the first in his family to earn a college degree and understands the alienation FGC students often feel. He currently researches how incorporating family recipes to teach narrative style influence students' sense of belonging and agency in college. With an MA in English Literature from the University of Nevada-Reno, Berberich has

taught humanities at GC since 1988. He was instrumental in founding and expanding the Humanities program at Galveston College and successfully directed a prior NEH project. He is a leader on campus for faculty professional development and regularly plans and directs professional development events. Beyond GC, Berberich is an advocate for the humanities with leadership roles in multiple community projects such as *Galveston Reads* and organizing annual seminar series with recognized scholars visiting Galveston for public events.

The Director and Co-Director are responsible for planning and execution of the project (see **Attachment 5.b** for CVs). This includes planning the schedule of activities (**attachment 5.a**) that have a high likelihood of achieving the project goals. Activities conducted by project leadership include recruitment, supervision, fiscal management, reporting, and dissemination of success and outcomes.

Lead scholars have been identified (**Table 1**). See **attachment 5.b** for a brief biography for each scholar and statements of commitment. An internal GC faculty/staff member will facilitate the faculty development, curriculum design, and self-study during Year 2 as faculty participants revise, implement, and analyze their curriculum on food studies.

Institutional Context

Galveston College is a **designated Hispanic Serving Institution with 33% Hispanic population**. Galveston, Texas is also a port and resort city. Individuals come to Galveston, Texas from varied countries of origin for employment opportunities in recreation, tourism, and maritime industries. As a result, Galveston College students represent a cultural diversity that doesn't exist at similarly sized community colleges. And, **English is often NOT the first language learned**. Humanities curriculum centered on food narratives provides students from varied countries, cultures, and languages to build community around a shared human experience

– food. Much of Galveston’s population lacks a college education and many of our students are classified as *English as a Second Language (ESL)* students or *First-Generation College (FGC)*.

In an effort to measure this diversity, an informal survey was conducted (May 2016) in three freshman composition courses (n=47). The composition courses were selected because (a) it is a required humanities course and (b) all students on an academic track take freshman composition. Therefore, this sample is a reasonable reflection of the College’s population. English was **not** the first language learned for **47.8%** of the sample. From this category of ESL students, Spanish was the first language for 32.6%. Other first languages (15.2%) were made up of seven different languages: Russian, Vietnamese, Tagalog, Chinese, Hilligeynon, and Twi (Table 2).

Table 2. First Languages at Galveston College

First Languages at Galveston College	
English	52.2%
Spanish	32.6%
Other*	15.2%

Community Colleges are often the first choice for First Generation College (FGC) students. In addition to serving a large percentage of ESL students, Galveston College serves a large percentage of FGC students. This attribute, however, is difficult to measure accurately because it is not required information on the FAFSA or the College’s admission application and, where it is requested, it is voluntary self-reported information. Using the sample described above (n=47), 34.8% of the sample reported to be the first in their family to attend college and **45.7%** reported they would be the first in their family to earn a college degree (definition for FGC).

Compared to all enrollment at Galveston College, review of fall 2014 FAFSA applications and admission applications of students currently enrolled indicated that **614 or**

29.3% of Galveston College students are FGC students, as defined by the U.S. Department of Education.

At least one-third of students at Galveston College are FGC and almost half are ESL. Humanities curriculum focused on food narratives would be especially beneficial to this student population because it could increase community while improving English language skills (Rearick 2009).

For more than two decades the college has offered two transfer level introductory humanities courses, one of which was developed thanks to strong NEH support (EH 21155-90 and EH 21435-91). The co-director of the current grant proposal, Michael Berberich, was the sole director of Galveston College's 1994 NEH sponsored public programs grant "Baseball and the Meaning of America" (GP 21911-94) which ran concurrently with documentary film maker Ken Burns' acclaimed 18 hour-long NEH sponsored PBS television series "Baseball." The college offers courses in all of the humanistic disciplines. Due to the small size of the College, it is not feasible to add new humanities courses. Therefore, better integration of humanities topics and methods into existing courses is proposed.

The college's David Glenn Hunt Library has 40,000 holdings with access to another 70,000 books via four e-book databases. It bears note that while the college has several hundred book holdings, none of the library's book holdings reflect the topic or scope of this grant. A request for funding to build library holdings in support of the grant is part of our grant request.

Follow-up and Dissemination

Long-term impact of the project will be improved capacity to teach humanities among the faculty participants and the institutions they represent. As a result of this project, GC will establish itself as an educational lead for the teaching and study of the humanities. Participants

will be encouraged to share the results of their experiences. In addition, project personnel will disseminate results through a project website (hosted on the GC server), reports to NEH, presentations to community and professional organizations, and at least one manuscript submitted for review to a peer-reviewed journal. Digital materials created through the project will be archived and publicly accessible on the project website.

Evaluation

Internal evaluation of the project will be conducted in coordination with GC Office of Intuitional Effectiveness and Research with assistance from the Office of Development. Evaluation will utilize a mixed method longitudinal design. Numerical data (counts) will be collected such as number of faculty in the cohort, attendance rates in the study sessions, completion rates, retention to Year 2, and number of students impacted. Pre and post data will be collected from faculty participants in the form of surveys. Periodic focus groups will be conducted to measure changes during and following the project period. Seminar evaluations will be conducted using post-event assessment instruments. See **Attachment 5.a** for an evaluation plan.

Statement of Eligibility

Galveston College is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics (see **Attachment 5.f**)

Attachment 5.a.1: Plan of Work

The goal of our project is to **improve the quality of humanities teaching and learning** at Galveston College. This will be accomplished through the following aims (1) increase content knowledge of participating faculty, (2) increase students' exposure to and understanding of the humanities, (3) increase scholarship of practice gained through self-study, (4) revive Division of Arts and Humanities program gained from a new community of practice, and (5) heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on supporting *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities.

In order to increase content knowledge of participating faculty (**Aim 1**), we have planned a one-year series of group study events which include an introduction and orientation session, a facilitated discussion of readings focused on the relation of food studies to the humanities, and four seminars presented by leading scholars in the area of food studies (see **Attachment 5.a.2 schedule of activities** for a timeline). Prior to each event, participating faculty and students will be assigned pre-reading selections relevant to the topic (see Table 1 *description of topics and external scholars* for example texts). The seminars by external scholars will be approximately 3.0 hours in length. The time will be allocated in the following manner: (1) public seminar with the external scholar that is open and advertised to students and the public (1 hour), (2) discussion period with the external scholar open to the public (30 minutes), (3) discussion period among faculty participants and the external scholar that is closed to the public (1 hour), and (4) guided dialogue (facilitated by Director and Co-director) among faculty participants to make explicit connections between the session topic and humanities teaching and learning (15-30 minutes).

Twelve faculty, approximately six from Galveston College and six from collaborating institutions, will attend six group study sessions. They will be compensated for their participation with a maximum \$500 stipend to be paid following the fourth and final seminar (6th event). Amount of compensation will be determined by attendance rate at the six group study events: attendance at 5 or 6 of the 6 scheduled events equals \$500; attendance at 3 or 4 equals \$400; attendance at 1 or 2 equals \$200.

Project Director and Co-Director are responsible for promoting and recruiting faculty participants for the group study (see attached letters); coordinating the group study events which includes following procedures for facility use and communicating details with administration; acting as primary host for the external scholars by arranging hotel; transportation to/from airport, between hotel and venue, and providing options for scholar's meals; providing regular and accurate communications among participating faculty, the College's marketing office, and other stakeholders; fiscal management of events; and proper documentation and follow-up after the event. Participating faculty are responsible for completing the assigned pre-readings, attendance at scheduled events, full participation at the group study events; and cooperation with evaluation measures such as signing in, responding to surveys, and participating in occasional focus group sessions.

Students will be actively involved during the seminar series in Year 1 (**Aim 2**). Participating faculty will incorporate some of the external scholar's publication(s) into their courses prior to the scholar's visit. Students will be strongly encouraged to attend the seminars and each scholar seminar will be followed by in-class discussion of the presentation.

In order to increase scholarship of practice gained through self-study (**Aim 3**), participating faculty will revise and/or develop curriculum to be implemented in their humanities

course(s) focused on food studies or utilizing family recipes to construct food narratives. During implementation of the curriculum module or activity, participating faculty will reflect on their experiences using a self-study model. At the end of Year 1 (late May), a faculty development expert (internal staff) will conduct a workshop to illustrate application of food studies and food narratives to the teaching and learning of humanities. Then again, at the start of Year 2 fall semester, the faculty development expert will conduct a follow-up workshop for revision and refining of the curriculum modules or activities. Participating faculty will implement their new curriculum during the fall semester in Year 2. During the spring of Year 2 participants will reflect on the inclusion of food studies in their instruction, attempt to answer and support their self-study question, and address if and how their experience informed the project topic – *Food Studies in the Humanities*. During Year 2 participants will have regular feedback among project director, co-director, faculty development expert, and other members of their study group. In addition, participants will meet at least once per semester in a guided discussion format to share experiences and discuss their successes and hurdles. These experiences will invigorate the Arts and Humanities program and it will create a robust community of practice centered on the teaching and study of humanities (**Aim 4**).

Faculty participants will create a final report and poster. Faculty participants will share project experiences with College colleagues and invited community members through a public mini-conference titled *Re-Thinking Food: Food Narratives to Explore the Humanities* presented as a poster gallery event to be held at Galveston College in May of Year 2.

Twelve faculty, approximately six from Galveston College and six from collaborating institutions, who participated in the Year 1 group study will participate in the curriculum re-design and self-study. They will be compensated for their participation with a maximum \$500

stipend to be paid following presentation at the mini-conference. Amount of compensation will vary based on degree of implementation and public sharing of project experience(s) at the mini-conference. A brief mid-year reporting form will be requested in January of Year 2 in order to document progress status. Participating faculty who complete the reporting form and present at the mini-conference will receive the full stipend, \$500. Participating faculty that complete the mid-year report but do NOT present, will receive 50% of the stipend, \$250. Faculty who do not complete either, will not receive a Year 2 stipend.

Lastly, the first four aims contribute to **Aim 5**, heightened efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency with a special emphasis on *English as a Second Language (ESL)* students and *First-Generation College (FGC)* students using college-facilitated humanities activities. Utilizing food narratives to better understand the human environment increases the relevance of humanities content for students. Connecting personal stories with the learning of history, literature, philosophy, and other humanities increases motivation, participation, achievement, critical thinking, and retention (Ryan 2010; Wolters 1998; Zimmerman, 2001). In addition, narratives used in conjunction with content can heighten students' *agency* (Lindgreen and McDaniel 2012). Food narratives heightens agency because it connects knowledge and learning to an individual's perspective and unique background. It is our aim to provide faculty with the knowledge and pedagogy to explicitly engage all students, especially ESL students and FGC Students, with content and dialogue that motivates, encourages human-to-human empathy, and increases a sense of belonging in a shared academic space.

Attachment 5.a.2: Schedule of Activities

		Pre-Grant Term		Year 1 (04/30/2017-04/30/2018)								Year 2 (05/01/2018-05/31/2019)				
Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Project development	Director, Co-D, Division Chair, VP of C&I, Development															
Identify and invite topics and scholars	Director and Co-D															
Inform and invite faculty participants	Director and Co-D															
Confirm dates for Year 1 sessions and scholars	Director															
Process requests for venue/facilities	Director															
Confirm faculty participants. Additional recruitment if needed	Co-Director, marketing, development															
Order books and secure journal articles	Director, business office, library, book store															

Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Marketing/press for spring public seminars to public and students	Director, Public Relations, and Development															
Travel/Host arrangements for John T. Edge	Director															
Group study (GS) – project orientation & session 1. External Scholar – John T. Edge. Students and public invited.	Director, Co-D, Institutional Effectiveness & Research (evaluation measures)															
Individual self-study (assigned reading)	Faculty Participants (FP)															
Facilitated Discussion of Readings – GS session 2	Director, Co-D, FP															
Individual self-study (assigned reading)	Faculty Participants (FP)															
Travel/host arrangements for Dr. Halloran	Director															
Topic Seminar with External Scholar Vivian Halloran – GS session 3. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															

Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Evaluation measures for GS session 3	Director, Office of Inst. E&R															
Travel/host arrangements for Dr. Long	Director															
Topic Seminar with External Scholar Lucy Long – GS session 4. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															
Evaluation measures for GS session 4	Director, Office of Inst. E&R															
Travel/host arrangements for Dr. Knepp	Director															
Topic Seminar with External Scholar Dustin Knepp – GS session 5. Students and public invited.	Co-Director, FP, public, invited scholar, facilities, IT															
Evaluation measures for GS session 5	Director, Office of Inst. E&R, FP															
Travel/host arrangements for Cadbury	Director															
Topic Seminar with External Scholar Vivian Cadbury – GS session 6.	Co-Director, FP, public, invited scholar, facilities, IT															

Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
Students and public invited.																
Evaluation measures for GS session 6	Director, Office of Inst. E&R															
Application workshop I – GS session 7	Director, Co-D, FP, internal faculty development expert															
Curriculum development	FP, internal faculty development expert															
Self-study plan	FP, internal faculty development expert															
Interim report to administration, Board, and NEH	Director															
Application workshop II – self-study session 1	Director, Co-D, FP, internal faculty development expert															
Implement new curriculum	FP															
Reflect on curriculum implementation and self-study	FP, internal faculty development expert															
Guided Discussion –	Director, Co-D, FP															

Activity	Person(s) Responsible	Sum 2016	Spr/Sum 2017	Sept 2017	Oct	Nov	Dec	Jan 2018	Feb	Mar	Apr	May 2018	Sum	Fall	Spr 2019	May 2019
informal status reports																
Marketing/press for May mini-conference	Director, Public Relations, and Development															
Formal report by FP on implementation and project experiences – mini-conference presentations (public invited)	Director, Co-D, FP, facilities, administration, invited colleagues, invited public, Inst. E&R, Development, Public Relations															
Final report	Director, IE&R															

Attachment 5.a.3: List of Readings

- Belasco, Warren. *Food: The Key Concepts*. Berg, 2008. \$20.79
- Bentley, Amy. *A Cultural History of Food in the Modern Age*. Bloomsbury Academic, 2012. \$58.38
- Black, R. E. *Porta Palazzo: The Anthropology of an Italian Market*. University of Pennsylvania Press, 2014. \$21.92
- Cadbury, V. C. *A Taste for Writing: Composition for Culinarians*. Cengage Learning, 2007. \$63.41
- Clarke, Austin. *Pig Tails 'n Breadfruit*. The New Press, 1999. \$16.95
- Cooley, A. J. "The Customer is Always White: Food, Race, and Contested Eating Space in the South." *The Larder: Food Studies Methods from the American South*. Eds. John T. Edge, Elizabeth S. D. Engelhardt, and Ted Ownby. University of Georgia Press, 2013. \$21.36
- Cotter, C. "Claiming a Piece of the Pie: How the Language of Recipes Defines Community." *Recipes for Reading: Community Cookbooks, Stories, and Histories*. Ed. A. L. Bower. University of Massachusetts, 1997. \$22.46
- Floyd, J. and L. Forster. "The Recipe in its Cultural Contexts." *The Recipe Reader: Narratives, Contexts, Traditions*. Ed. J. Floyd and L. Forster. University of Nebraska Press, 2010. \$22.10
- Knepp, M. Dustin. Spreading Tradition: A History of Tamal-making and its Representation in Latino Children's Literature. *Cincinnati Romance Review*, 33 (194-205), 2012.
- Long, Lucy. *Culinary Tourism*. University Press of Kentucky, 2010. \$25.00
- Ojwang, D. "Eat Pig and become a Beast: Food, Drink, and Diaspora in East African Indian Writing." *Research in African Literatures*, 42:3 (68-87), 2011.
- Palat, Ravi Arvind. Empire, Food and the Diaspora: Indian Restaurants in Britain. *South Asia: Journal of South Asian Studies*, 38:2 (171-186), 2015.

- Rawson, Katie. "America's Place for Inclusion: Stories of Food, Labor, and Equality at the Waffle House." *The Larder: Food Studies Methods from the American South*. Eds. John T. Edge, Elizabeth S. D. Engelhardt, and Ted Ownby. University of Georgia Press, 2013. \$21.36
- Tookes, J. S. "The Food Represents: Barbadian foodways in the Diaspora." *Appetite*, 90:1 (65-73), 2015.
- Williams-Forson, Psyche A. "Who Dat Say Chicken in Dis Crowd: Black Men, Visual Imagery, and the Ideology of Fear." *Building Houses out of Chicken Legs: Black Women, Food, and Power*. University of North Carolina Press, 2006. \$19.14
- Wolf, Lauren. "It Takes a Village to Raise Spinach": How a local Southeast Asian community came together to fight for their way of life. *Texas Monthly*, Nov 2009.

Attachment 5.a.4: Additional References

- Bruner, Jerome. The Narrative construction of reality. *Critical Inquiry*, 18:1 (1-21), 1991.
- Lindgreen, Robb and Rudy McDaniel. Transforming online learning through narrative and student agency. *Educational Technology and Society*, 15:4 (344-355), 2012.
- MacClancy, J. *Consuming Culture: Why you eat what you eat*. Henry Holt and Company, 1993.
- Martin, Jack. Self-regulated learning, social cognition, and agency. *Educational Psychologist*, 39:2 (135-145), 2004.
- Rearick, Nicole Anne. "Food is Something we Gather Around: Foodway Practices among Arab Americans in Columbus, Ohio." Thesis at Ohio State University, 2009.
- Ryan, Marie-Laure. Narratology and Cognitive Science: A Problematic Relation. *Style*, 44:4 (469-495), 2010.
- Zimmerman, B. J. "Theories of self-regulated learning and academic achievement: An Overview and analysis." *Self-regulated learning and academic achievement: Theoretical perspectives*. Eds B. J. Zimmerman and D. H. Schunk. Erlbaum, 2001.

Attachment 5.a.5: Expanded Description of Topics and External Scholars

Topic 1: Introduction and Orientation to “The Humanities of Food”		
External Scholar	John T. Edge is Director of Southern Foodways Alliance and a columnist for Oxford American. He has an MA in Southern Food Studies and a MFA in Creative Nonfiction.	September 2017
Facilitators	Shane Wallace, Ph.D. Dr. Wallace is Project Director. Michael Berberich is Project Co-Director.	
Description. This introductory session will examine the purpose of utilizing <i>food studies</i> or <i>food pathways</i> in the teaching and learning of humanities. The seminar will be open to the public and attended by participants and students.		
Key Questions	Why food studies or food pathways? What relation does food studies have to the humanities? How can food studies provoke scholarly conversations across academic cultures? Why food studies at Galveston College?	
Example Texts	Edge, J. T. <i>The Potlikker Papers: A History of the Modern South</i> . 2017. Floyd, J. and L. Forster. <i>The Recipe in its Cultural Contexts</i> . 2010. Cotter, C. “Claiming a Piece of the Pie: How the Language of Recipes Defines Community.” 1997. (see Attachment 5.a for complete references)	
Topic 2: History of Food Studies in Relation to Humanities		
Facilitated Discussion	Guided discussion of the texts facilitated by Project Director and Co-Director.	November 2017
Description. Expanding on the prior discussion of what is food studies, how it informs the humanities, and why it is relevant to GC, this session will delve further into the history of food studies and how food defines and redefines identity and community, politics and culture. Participating faculty only.		
Key Questions	How can food be viewed in the contexts of culture, history, and the environment? How does food create community and identity? How and why can food narratives be used in various humanities courses?	
Example Texts	Belasco, W. <i>Food: The Key Concepts</i> . 2008. Bentley, A. <i>A Cultural History of Food in the Modern Age</i> . 2012	

	Black, R. E. <i>Porta Palazzo: The Anthropology of an Italian Market</i> . 2014.	
Topic 3: Diasporic Significance of Food		
External Scholar	Vivian Halloran, Ph.D. UCLA. Dr. Halloran is Associate Professor of Comparative Literature at Indiana University. She studies culinary memoirs written by immigrants to the United States and/or their descendants.	February 2018
Description. Halloran will share her research on utilizing culinary memoirs to better understand immigrant experiences in a new place and among a different culture. Public and Students included.		
Key Questions	What is the <i>diasporic significance</i> of food? How does food influence inclusion, insulation, resistance, or acculturation of new cultural groups within or among existing ones?	
Example Texts	Ojwang, D. “Eat Pig and become a Beast”: Food, Drink, and Diaspora in East African Indian Writing. <i>Research in African Literatures</i> , 42(3): 68-87. 2011. Palat, R. A. Empire, Food and the Diaspora: Indian Restaurants in Britain. <i>South Asia: Journal of South Asian Studies</i> , 38:2, 171-186. 2015. Tookes, J. S. “The Food Represents”: Barbadian foodways in the Diaspora. <i>Appetite</i> , 90(1), 65-73. 2015. Wolf, L. “It Takes a Village to Raise Spinach”: How a local Southeast Asian community came together to fight for their way of life. <i>Texas Monthly</i> , Nov 2009.	
Topic 4: Theorizing the Recipe Memoir: A Window into an Array of Intricate Social, Cultural, Gendered, Classed, Rural, and National Histories		
External Scholar	Lucy Long, Ph.D. University of Pennsylvania. Long is the Director of the Center for Food and Research Associate at Bowling Green State University in Ohio. She is the author and editor of <i>Culinary Tourism</i> and <i>Ethnic American Food Today: A Cultural Encyclopedia</i> .	March 2018

Description. This session explores the influence of recipe memoirs on creating <i>place</i> which, in turn, can be used as a tool to encourage tourism, activism, dissent, or solidarity. Public and Students invited.		
Key Questions	How can recipe memoirs inform understanding of human nature, conflict, or resistance?	
Example Texts	Long, L. <i>Culinary Tourism</i> . 2010. Clarke, A. <i>Pig Tails 'n Breadfruit</i> . 1999.	
Topic 5: Utilizing the Recipe Memoir to Better Understand the Human Environment		
External Scholar	Dustin Knepp, Ph.D. University of Albany, SUNY. Knepp is Associate Professor of Latino and Latin American Cultures. His research is on Mexican and Mexican American identities and the connection between food and culture.	April 2018
Description. This session examines how the recipe memoir is used to preserve the diverse heritage, traditions, and history of marginalized groups. Public and Students invited.		
Key Questions	How are recipe memoirs used to validate and support cultural identity and heritage? How can food narratives facilitate inclusion and/or exclusion of marginalized groups?	
Example Texts	Knepp, D. <i>Spreading Tradition: A History of Tamal-making</i> . 2012. Rawson, K. <i>Stories of Food, Labor, and Equality at the Waffle House</i> . 2013. Cooley, A. J. "The Customer is Always White." 2013. Williams-Forson, P. A. "Who Dat Say Chicken in Dis Crowd." 2006.	
Topic 6: A Taste for Writing: Integrating Food Narratives into the Humanities		
External Scholar	Vivian Cadbury, M.A. University of Illinois at Chicago. Ms. Cadbury is Associate Professor of Writing and Communications at the Culinary Institute of America and Author of <i>A Taste for Writing: Composition for Culinarians</i>	May 2018
Description. In this workshop, Cadbury will demonstrate transforming family recipes into personal food narratives. Discussion and practice will focus on the integration of food studies, humanities content, and food narratives. Public and Students invited.		

Key Questions	How do food studies fit within my humanities course? How can food narratives be used to encourage understanding, inclusion, reflection, and community in my humanities course?	
Text	Cadbury, V. C. <i>A Taste for Writing: Composition for Culinarians</i> . 2007.	
<i>Application: Faculty Participants will plan curriculum and self-study for implementation</i>		
Internal Faculty Development	Internal education research expert (TBD) will facilitate self-study and curriculum development workshop.	June 2018
Description	During this application workshop, facilitator will guide Faculty Participants to create curriculum modules and a self-study plan.	

Attachment 5.a.6: Evaluation Plan

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
1. Increase content knowledge of participating faculty			
	a. How many Faculty Participants (FP) attend each Group Study Session?	Attendance records (count)	Collected with a sign-in sheet at each event
	b. How many FPs complete 80% of the assigned readings?	Self-reported status reports	Collected with a brief Likert survey at the end of each group study session
	c. To what extent do the FPs perceive they have gained content knowledge from each Group Study session?	Self-reported status reports	Collected with a brief Likert survey at the end of each group study session
	d. What is rate of retention of FP through Year 1?	Attendance records (count)	Collected with a sign-in sheet at each event. Project goal is a >70% retention rate (10 out of 14).
2. Increase students' exposure to and understanding of the humanities			
	a. How many students attend each External Scholar seminar	Attendance records (count)	Collected with a sign-in sheet
	b. To what extent do the students perceive the seminar influenced or impacted their opinions or knowledge?	Self-reported evaluation of the seminar	Brief anonymous survey following each seminar
	c. To what extent do the FPs prepare students for the seminar (e.g., assigned readings or discussion of the External Scholar)?	Focus sessions and informal interviews	Mid-term and end of Year 1
	d. To what extent do the FPs follow-up with in-class discussion of the seminar?	Focus sessions and informal interviews	Mid-term and end of Year 1
3. Increase scholarship of practice gained through self-study			

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
	a. How many FPs develop new or revised curriculum incorporating the new knowledge on food studies and food narratives?	Attendance and participation at Workshop 1	Collected with a sign-in sheet at event
	b. What is the quality of the developed curriculum modules or activities	FPs' written curriculum plans. Qualitative comparison of curriculum plans identifying content strands, themes, hurdles, and concerns.	Following Workshop 1
	c. How many FPs elect to participate in Year 2 Curriculum implementation and self-study?	Attendance and participation at Workshop 2	Sign-in sheet at start of Workshop 2
	d. How many FPs complete the mid-term status report?	Count of completed status reports	Mid-term reports (January) turned in to Director
	e. How many FPs present project experiences at the mini-conference?	Count of completed poster presentations at participation at the mini-conference	Following mini-conference
	f. To what extent do FPs believe they received adequate support for implementation and self-study?	Focus sessions and informal interviews. Qualitative analysis and comparison of session notes or transcriptions after collection	At the start, mid-term, and end of Year 2
	g. To what extent do FPs believe they gained scholarship of practice during Year 2?	Focus sessions and informal interviews	At the start, mid-term, and end of Year 2
4. Invigorate the Arts and Humanities program and create a robust community of practice centered on the teaching and study of humanities			
	a. How often do FPs engage with Director/Co-Director regarding project?	Email counts and call log maintained by D and Co-D	Ongoing.
	b. How often do FPs engage with each other outside of scheduled events regarding the project?	Self-reported status reports collected with a brief Likert survey items or during focus sessions	At the start, mid-term, and end of Year 2

Project Goal: Improve the quality of humanities teaching and learning at Galveston College			
Aim	Evaluation Question	Source/Method	Timeframe
	c. How many new projects or presentations have been considered as a result of participation in this humanities initiative? Has participation in this project stimulated other professional activities?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the start, mid-term, and end of Year 2
	d. How many articles are in progress, submitted, or accepted as a result of this humanities initiative?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the start, mid-term, and end of Year 2
5. Heighten efforts to use the teaching and learning of humanities to advance equitable opportunities for participation, social justice, and agency.			
	a. To what extent do FPs believe the new content knowledge gained as a result of the Group Study has influenced their students' learning and study of the humanities?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final focus session and/or interview
	b. To what extent do FPs believe the new teaching skills gained as a result of the self-study has influenced their students' voice or sense of agency in their humanities classroom?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final participants' evaluation and during final focus session and/or interview
	c. To what extent do FPs perceive using food studies and narratives has supported inclusion of First Generation College or ESL students in their humanities classroom? In what ways?	Self-reported status reports collected with a brief short answer survey items or during focus sessions	At the end of Year 2 – Final participants' evaluation and during final focus session and/or interview

Attachment 5.d: Institutional History

Founded in 1967, Galveston College (GC) holds true to its vision statement, “*a beacon of light guiding life-long learning.*” Through very trying times, this **Hispanic-Serving and Majority Minority Institution** has remained committed to a mission of “*creating accessible learning opportunities to fulfill individual and community needs by providing high-quality educational programs and services.*”

Galveston College is a small two-year community college that offers three basic types of educational programs: 1) the university parallel program; 2) a vocational/technical program; and 3) an adult/continuing education program. Galveston College provides recognized and valued degree and certificate programs that improve social capital and potential for gainful employment.

Enrollment numbers fluctuate fall to fall, but fall enrollment averages 2,145. **Table 3** displays historical fall enrollment.

Table 3: Historical Enrollment by number of students

Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	5-year average
2,048	2,130	2,193	2,214	2,138	2,145

Galveston College serves a high percentage of First Generation College and low-income students. **Table 4** lists student enrollment by these categories.

Table 4: Student categories by First Generation College and Low-Income

Category	Fall 2014 (n)	Percent
Total Enrollment	2,097	100
Low-Income	393	18.7
First Generation College	614	29.3
Low-Income & First Generation College	251	12.0

Source: Office of Institutional Research and Effectiveness and Office of Financial Aid

Other key institutional data, relevant to the proposed project, is listed in **Table 5**.

Table 5: Institutional Data

Number of full-time Faculty	Full-time Faculty with a PhD	Full-time Faculty with a Master’s Degree	Full-time Faculty teaching a Humanities course	Number of Departments (Divisions at GC)
55 (100%)	12 (22%)	32 (58%)	10 (18%)	7

Source: Office of Institutional Research and Effectiveness 2014 Factbook

Attachment 5.e.: Prior Relevant NEH Project

This is **not applicable**. Galveston College has had one prior NEH project but it is unrelated to the currently proposed Humanities Initiative project.