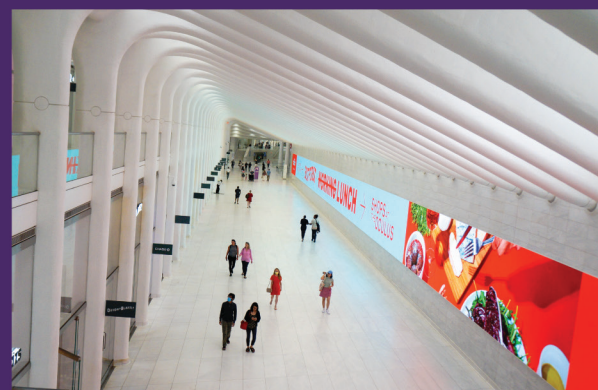


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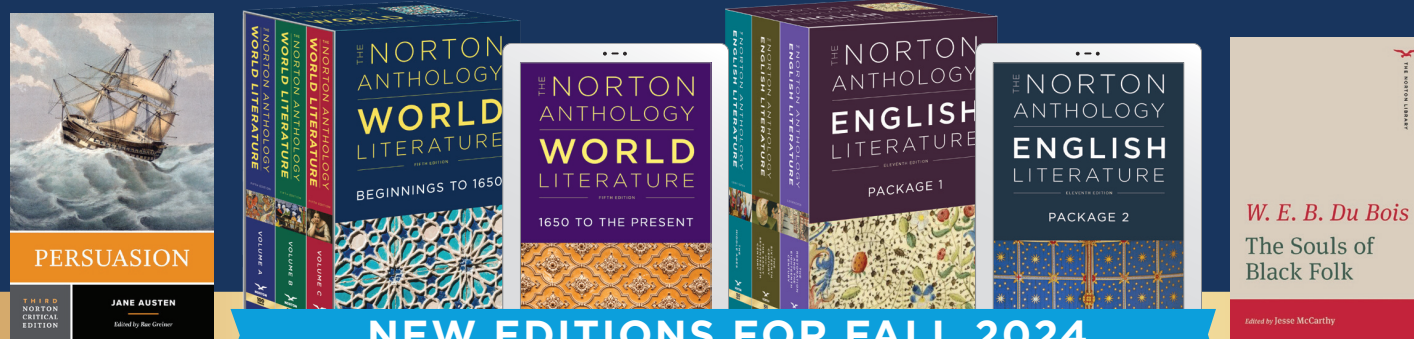


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Welcome to the CCHA 2023 National Conference

Hosted by Austin Community College

On behalf of Austin Community College, I welcome you to the 2023 Community College Humanities Association National Conference. ACC aspires to be a home for a vibrant humanities program, and naturally, we welcome an opportunity to share our passion with you. But the theme of this year's conference, "A Life Worth Living Together: Humanities as Collaboration," underscores a larger purpose at work.

In recent welcome messages like this one, the frequency of the word "unprecedented" is . . . unprecedented. It's customary — and vital — at this point to acknowledge the upheavals and crises of our time; as humanities scholars, you are living and bearing witness to these upheavals. These are tough times for the humanities: Support for humanities programs is waning at the very moment they are most needed.

However, let's remember that this sense of urgency isn't new. Indeed, it was the often-unacknowledged necessity of the humanities that led me to become a dean. I can state my sense of mission in a slogan, which I impressed on my faculty at my first convocation as dean: It's time to stop *apologizing* for the Humanities, and go on the offensive with *apologetics*. In the six ensuing years, I like to think that my tenure has been a process of unpacking that slogan and empowering faculty to articulate — for all the communities we serve — the ways in which the humanities teach the essential skills of a genuinely pluralistic, just society.

I have often advanced that mission by stating what the humanities are *not*. The fact that a close reading of *Moby Dick* is better preparation for thriving in today's workplace does not make the humanities a vocational training workshop. And the humanities are not an afterthought in education, or a playground for the elite, or an anachronism perpetuated by the education establishment. On the contrary, the humanities preserve and perpetuate the very skills required for living well *and* living together.

How, then, do we sell the idea of engaging in the introspective, self-cultivating, life-enriching, community-building, pluralism-promoting, leadership-empowering "work" of studying the humanities?

Take a moment to think about that question — a question I regularly pose to people outside the company of humanities scholars. And after a pause, I follow it up with this: Maybe those who are unsure about the humanities should be selling *us* the argument *against* studying the humanities. How can we afford *not* to cultivate "humanities skills"?

And that brings us to our larger purpose here: These are tough times, and now, more than ever, the humanities needs a shared sense of mission. Research is crucial, but the front lines are our classrooms, where the transformative power of the humanities comes to life. And that is why the *Community College* Humanities Association — the oldest, largest association of community college humanities scholars in the United States — is uniquely situated to articulate that mission.

Let me end this note of welcome with what I say in email after email to the faculty in my division:

**Teach your discipline like the world depends on your teaching.
Because it does.**

Matthew M Daude, Ph.D.
Professor of Philosophy and Religion
Dean, Liberal Arts: Humanities and
Communication
Austin Community College





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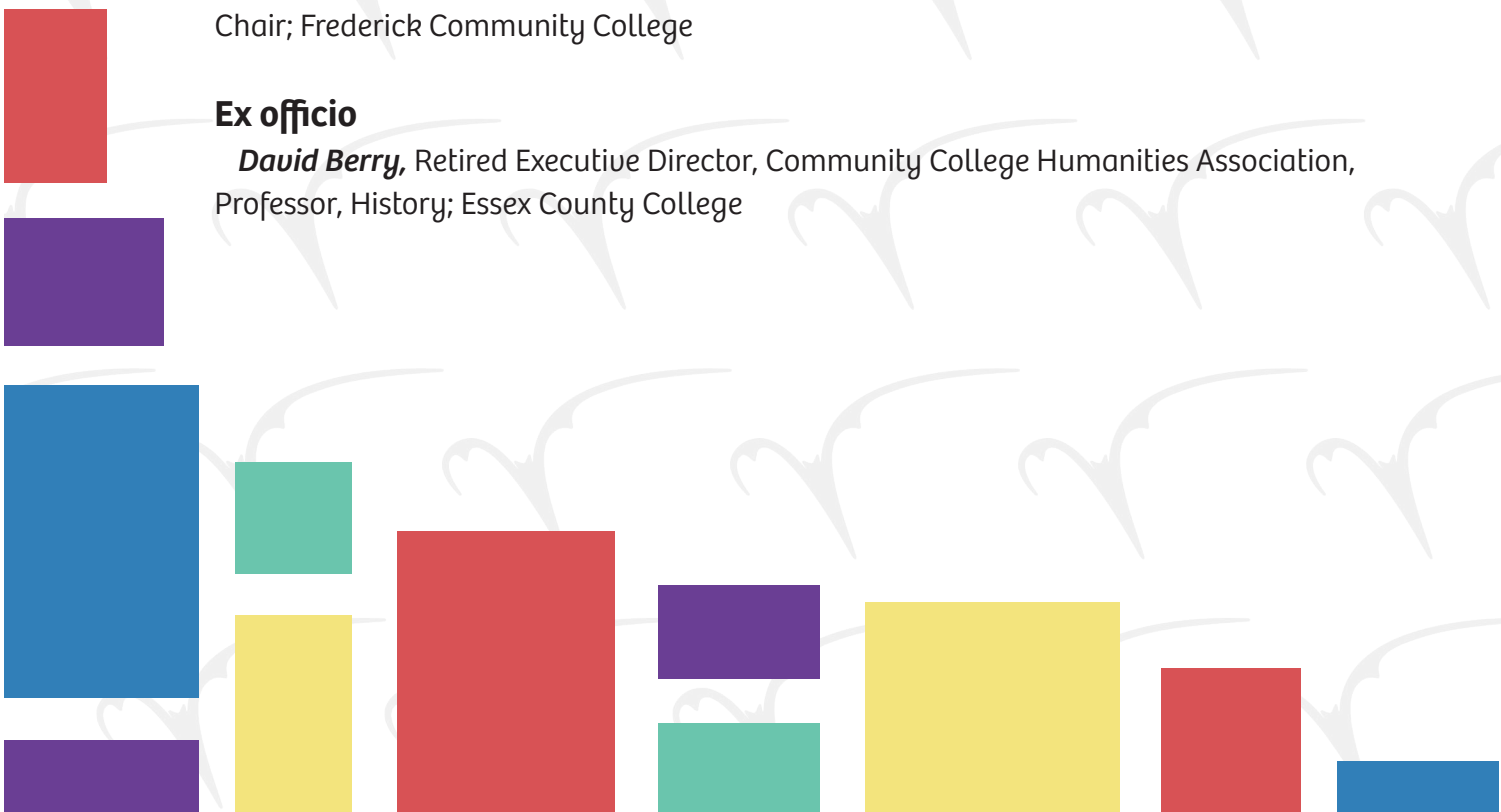
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CCHA 2023 Conference Organization Team, Austin Community College

Matthew M. Daude, Ph.D., Professor of Philosophy and Religion; Dean, Liberal Arts: Humanities and Communications

Grant Potts, Ph.D, Professor, Philosophy, Religion & Humanities

Jean Anne Lauer, Ph.D., Program Director for CCHA 2023; Professor, Humanities & Cinema Studies

J. Wade Allen, Assistant Program Director of Operations for CCHA 2023; Professor, Philosophy



A LIFE WORTH LIVING TOGETHER: HUMANITIES AS COLLABORATION

The promise of humanistic education is traditionally to provide a well-rounded intellectual experience anchored in the study of the arts, literature, philosophy, history, and other disciplines as a window into human experience and human nature.

This year's conference will explore all aspects of the Humanities in the context of Community College education, while emphasizing the fundamental collaborative nature of the Humanities and the roles that humanistic inquiries play in providing connections — connections that allow us to examine questions of value, power, community, identity, race, justice, healing, conflict, and transformation.

THURSDAY, OCT. 12th - at ACC Highland

10:00am - 5:00pm: Self-guided Art + Wellness Activities / walk-in to visit ACC Gallery 2000

12:00pm - 2:00pm: Pre-Conference Workshops

2:30pm - 4:30pm: Pre-Conference Workshops

THURSDAY, OCT. 12th - at the Embassy Suites by Hilton, Austin Central

11:00am - 5:00pm: Registration

5:00pm - 6:00pm: Opening Reception

6:00pm - 8:00pm: Welcome / Plenary Session I

FRIDAY, OCT. 13th - all events at ACC Highland

8:00am - 12:00pm and 3:00pm - 5:00pm: Registration

8:30am - 9:30am: Concurrent Sessions Round 1

9:45am - 10:45am: Concurrent Sessions Round 2

11:00am - 12:00pm: Concurrent Sessions Round 3

10:00am - 12:00pm: Self-guided Art + Wellness Activities / walk-in to visit ACC Gallery 2000

10:00am - 1:00pm: ACC Organization Tabling

12:00pm - 1:00pm: Lunch

1:00pm - 2:45pm: Plenary Session II

3:00pm - 4:00pm: Concurrent Sessions Round 4

4:15pm - 5:15pm: Concurrent Sessions Round 5

SATURDAY, OCT. 14th - all events at ACC Highland

8:00am - 10:30am: Registration

8:00am - 10:45am: Board of Directors Meeting

8:30am - 9:30am: Concurrent Sessions Round 6

9:45am - 10:45am: Concurrent Sessions Round 7

11:00am - 12:00pm: Committee Meetings

11:00am - 12:00pm: Lunch

12:15pm - 2:00pm: Plenary Session III

3:00pm - 5:00pm: Post-Conference Symposium

OCTOBER 12th CCHA'S THURSDAY KEYNOTE

TODAY'S MUSIC SCENE

Allison Wolfe & V. Marc Fort



Allison Wolfe co-founded the fanzine *Girl Germs*, all-girl band *Bratmobile*, and third-wave feminist punk movement *Riot Grrrl*. She lives in Los Angeles where she received a master's degree in specialized journalism in the arts from USC Annenberg. Wolfe teaches music journalism at UCLA. She continues to sing in bands and produce a podcast on punk/indie cultural activism, *I'm in the Band*. You can find more about her and her work at www.allisoncwolfe.com.

V. Marc Fort is Marketing & Communications Manager at Health Alliance for Austin Musicians. Fort has more than 30 years of national and international music experience performing in bands (*Schatzi*, *The F*ckemos*, *Moving Panoramas*). He's recorded for indie labels, *Last Beat*, *Unclean*, *Redemption*, and *Doghouse Records*, and major labels like *Scotti Brothers* and *Hollywood/Mammoth Records* (Disney Music Group). Fort also worked as a photojournalist and entertainment writer at the *Austin American-Stateman*, and was Marketing & Communications Specialist at the Texas Music Office in the Governor's Economic Development & Tourism Division.



OCTOBER 13th CCHA'S FRIDAY KEYNOTE

DIVERSE REPRESENTATION IN FILM AND TELEVISION

Tery Lopez

As head of the Writers Guild of America West (WGAW) Inclusion and Equity Department, **Tery Lopez** works with producers, studio and network executives, and writers to advance diverse representation.

Prior to joining the WGAW, Tery was the Conference Director for the National Association of Latino Independent Producers (NALIP). She began her career working for producers Moctesuma Esparza and Robert Katz (*Selena*, *Gettysburg*, *Introducing Dorothy Dandridge*). Tery quickly advanced to development executive, producing film and TV, and served as Post Production Coordinator on the HBO film, *Walkout*. She also co-produced *Innocent Voices*, Mexico's official Oscar entry for the International Feature Film in 2005.

Tery serves on the advisory board of the Latino Communications Institute (LCI) at Cal State Fullerton and was recently appointed Chair of the Entertainment & Arts Alumni Network for Cal State Los Angeles. She is also a founding member of NALIP's Diverse Women in Media Initiative (DWIMI) and is an advisor for the Cal State University Entertainment Alliance.

Tery earned her BA degree in Telecommunications and Film from the California State University at Los Angeles and received the Outstanding Alumni of the year award from its TV, Film and Media Studies department.



OCTOBER 14th
CCHA'S SATURDAY KEYNOTE

THE CLASSICS ARE ALWAYS RELEVANT

Roosevelt Montás

Roosevelt Montás is Senior Lecturer in American Studies and English at Columbia University and the former director of Columbia's Center for the Core Curriculum (2008-2018). He was born in the Dominican Republic and moved to New York as a teenager, where he attended public schools in Queens before entering Columbia College in 1991 through its Opportunity Programs. In 2003, he completed a Ph.D. in English, also at Columbia; his dissertation, *Rethinking America*, won Columbia University's 2004 Bancroft Award. In 2000, he received the Presidential Award for Outstanding Teaching by a Graduate Student and in 2008, he received the Dominican Republic's National Youth Prize. He regularly teaches moral and political philosophy in the Columbia Core Curriculum as well as seminars in American Studies. He is also director of the Center for American Studies' Freedom and Citizenship Program, which brings low-income high school students to the Columbia campus to study political theory and then helps them prepare successful applications to college.

Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation details the experiences of Montás as a student and teacher, telling the story of how the Great Books transformed his life and why they have the power to speak to people of all backgrounds. Roosevelt speaks widely on the history, place, and future of liberal education. He tweets at @rooseveltmontas.



Thursday October 12th
12:00pm - 2:00pm

PRE-CONFERENCE WORKSHOPS

HLC1.2404

The Opportunity for Change in Climate Change: Explaining the Genre Conventions of Climate Fiction

Facilitated by Amber Clontz (she/her), Professor, Composition & Literary Studies, Austin Community College

This pedagogical/practice workshop uses discussions about Climate Change as an introduction to explore larger societal questions about how to live together — all together — all 8 billion of us. Designed for both students and instructors, this workshop will introduce the foundational concepts of genre and conventions, demonstrating how the conventions of non-fiction climate change coverage influence Climate Fiction (CliFi).

HLC1.2405

Colorism in the Latinx Community

Facilitated by Cassandra Guadalupe-Venegas (she/her), Professor, History and Social Sciences, Middlesex College

In this workshop, participants have the opportunity to engage in discourse as well as experiential activities around colorism, specifically in the Latinx community. Participants will analyze the role that colonization played in the establishment and perpetuation of this skin tone hierarchy in the Latinx experience.

Thursday October 12th
2:30pm - 4:30pm

PRE-CONFERENCE WORKSHOPS

HLC1.2404

Practicing Democracy in the Classroom and Community: Using Deliberative Dialogues to Improve Student Success and Civic Life

Facilitators:

Joseph Scanlon (he/him), Professor, Political Science, Monroe Community College

Robert L. Muhlnickel (he/she/they/their), Professor, Philosophy, Monroe Community College

Finn Kolsrud (he/him), Professor, Sociology, Kirkwood Community College

David McMahon (he.him), Professor, History, Kirkwood Community College

David Bullwinkle (he/him), Professor, Philosophy, Kirkwood Community College

Deliberative dialogues bring diverse groups of citizens together for value-sharing and collaborative analysis. Dialogues center on options for addressing complex problems that require accepting tradeoffs. In this workshop, participants will learn about dialogues, the pedagogical and community benefits of dialogues, and dialogues as a tool to enhance the quality of civic life. This workshop allows participants to see dialogues as an innovative and high-impact practice that bolsters student success in and out of the classroom.

HLC1.2405

Weaving Context with the Threads of History and Sculpture

Facilitated by Julia diLiberti, Professor, Humanities, College of DuPage

In an interactive forum, participants will observe, comment, and engage in activities that can help students analyze art and writing more fully while noting the overlaps between history and sculpture. This workshop will provide a method of using art and historical observations to establish artworks as documents to be "read." It will also reinforce the reality that art doesn't happen in a void of context and that history and art together preserve that context.

CONFERENCE EXTRAS

Self-guided Art + Wellness Activities **ACC Gallery 2000 (HLC2.2450)**

Thursday, October 12th 10:00am - 5:00pm

Friday, October 13th 10:00am - 12:00pm

The Art Galleries at ACC will be providing Self-guided Art + Wellness Activities for all CCHA conference participants on Thursday, October 12 and Friday, October 13 in Gallery 2000. On these days, participants can choose their own in-gallery experience. Walk in and enjoy the art, and if you'd like, choose from a list of available wellness activities, which can be done individually or in small groups. These activities include: bilateral drawings, close-looking exercises, and arts-based grounding techniques.

Wellness can be individual or communal. For this reason, The Art Galleries encourage visitors to bring a conference colleague for this experience or enjoy a quiet, solitary moment in the gallery space. For more information about The Art Galleries at ACC, visit our website: www.admc.austincc.edu/tag/

ACC Organization and Department Tables **HLC Building 2000 (Interior Commons near Presentation Hall)**

Friday, October 13th 10:00am-1:00pm

Wondering about the Humanities at ACC? Join us Friday, October 13th in the lower level of HLC Building 2000. We will have booths with information and fun swag from our different Liberal Arts Departments including: Composition and Literary Studies; Creative Writing; Philosophy, Religion, and Humanities; World Languages; Arts and Digital Media; English for Speakers of Other Languages (ESOL); and Communications, as well as special projects like Honors; Liberal Arts Gateway; Rio Review; Vision & Voice Literary contests; and Curiositas: ACC Academic Journal. Hope you can stop by!

Post-Conference Symposium **Presentation Hall, HLC2.1550**

Finding Your Career in Arts and Culture, sponsored by Humanities Texas and co-presented with the PRH Forum

Saturday, October 14th 3:00pm-5:00pm

Have you ever wondered how to become a museum curator? A media archivist or historian? An advocate for the arts in your community, or beyond? There are many educational and career choices available in these fields, however students at Community Colleges are often unaware of the ways that their studies can prepare them for a broad range of professional opportunities in the humanities. Join host Jean Anne Lauer (Austin Community College; Fantastic Fest) and panelists Marco Buentello (Humanities Texas), Kate Betz (Story+ Reason), and Elizabeth Hansen (Texas Archive of the Moving Image) for a conversation about the way that CC's can provide foundations for students to gain entry into exciting and innovative careers in the public humanities.

CONFERENCE SCHEDULE

Thursday, October 12th

10:00am - 5:00pm Self-guided Art + Wellness Activities (ACC Gallery 2000,HLC2.2450)

Walk-in to visit the Gallery!

More details on page 10

12:00pm - 2:00pm Pre-Conference Workshop (HLC1.2404)

The Opportunity for Change in Climate Change: Explaining the Genre Conventions of Climate Fiction

• Amber Clontz, Austin Community College

More details on page 8

12:00pm - 2:00pm Pre-Conference Workshop (HLC1.2405)

Colorism in the Latinx Community

• Cassandra Guadalupe-Venegas, Middlesex College

More details on page 8

2:30pm - 4:30pm Pre-Conference Workshop (HLC1.2404)

Practicing Democracy in the Classroom and Community: Using Deliberative Dialogues to Improve Student Success and Civic Life

• Faculty from Monroe and Kirkwood Community Colleges

More details on page 9

2:30pm - 4:30pm Pre-Conference Workshop (HLC1.2405)

Weaving Context with the Threads of History and Sculpture

• Julia diLiberti, College of DuPage

More details on page 9

5:00pm - 6:00pm Opening Reception (Embassy Suites by Hilton, Austin Central)

6:00pm - 8:00pm Welcome / Plenary Session I

Agave Rooms A & B at the Embassy Suites by Hilton, Austin Central

Keynote details on page 5

Friday, October 13th

8:30am - 9:30am - CONFERENCE SESSIONS ROUND 1

1 HLC1.2201

ROUNDTABLE - Trauma-Informed Care: The New Classroom Management

• *Trey Clements (he/him)*, Professor, Education, Sinclair Community College

As we begin to settle into the “new normal,” post-pandemic, we meet new challenges centering around students and mental health. In an attempt to remain effective, educators must be willing to evolve in their abilities to meet student needs. With research supporting an increase in students’ exposure to trauma, due to adverse childhood experiences (ACEs), the question is not if — but when — we encounter a student who possesses trauma how to best serve these individuals.

2 HLC1.2202

ROUNDTABLE - Cultivating Solidarity in the Classroom: The Limitations of Individualism and Identity Politics

• *Anna Hackman (they/them)*, Faculty, Humanities, Seattle Central College

• *vero Barrera-Kolb (they/them)*, Faculty, Humanities and Gender and Women’s Studies, Seattle Central College

The presenters of this workshop are both BIPOC, community college educators in the humanities, as well as labor organizers. In our pedagogical, theoretical, and political work, we contend with specific barriers to anti-oppressive organizing that are also present in our classrooms. In this roundtable discussion, we will explore the barriers to antiracist/feminist teaching and learning. More specifically, we will examine the limitations of individualism and its links to the academy’s identity politics.

3 HLC1.2207

EXAMINED LIVES

Examined Lives, Lived Together

• *Nicholas Plants (he/him)*, Professor, Philosophy and Humanities, Prince George’s Community College

Does a thinker who rejects exile from his community only to be subsequently condemned to death by its members have anything to teach about what a life worth living together should consist of? Although it might seem unlikely, when that thinker is Socrates, the gadfly of Athens whose most famous dictum is “the unexamined life is not worth living,” it’s at the very least an ironic possibility worthy of further investigation, isn’t it?

The Personal Essay Across the Curriculum

• **Richard Marranca (he/him)**, Professor, English, Passaic County Community College

The term “essay,” meaning “to try,” was coined by Michel de Montaigne. The definition more than hints at the wide range of possibilities that go into the essay — the personal essay, that it relies on the I, the first-person narrator; intimacy and sharing; transformation and community. This most personal form of writing is deeply mindful, social, intellectual — it employs the tools and ideas across the curriculum. The self collaborates...

A Life Worth Remembering: Practicing History by Conducting Oral History

• **Patricia Richey (she/her)**, Professor and Chair of Social Sciences Department, Jacksonville College

When instructors provide opportunities for students to practice skills used in historical research, there are many positive results. One of the easiest activities to practice these skills is through conducting oral histories. This presentation uses the experiences of a dual credit student interviewing a woman who crossed the Atlantic on a fishing boat as a child at the end of World War II.

4

HLC1.2208

THE RELEVANCE OF HISTORY

History and Globalization: Reading from India

• **D. Parimala (she/her)**, Professor, Education, University of Delhi

After the Second World War, colonial empires collapsed and a number of new nations emerged bearing their cultural identity going back to civilizations of the past and even the beginning of human society. Revolutions which have taken place in Western countries have not taken place in many countries in Asia, Africa and Latin America though they have the framework of the modern state. This paper explores questions of Globalization and ways it may or may not be helpful in the process of modernization.

Are We Making the Case for History? The Frequency and Nature of Student Learning Outcomes in Higher Education History Course Syllabi

• **Peter Ufland (he/him)**, Professor, Humanities, University of the District of Columbia-Community College

The humanities are increasingly under attack in higher education. Are we, as humanities professors, making the case for why our courses are valuable? The research examined here suggests that perhaps we are not doing all we can, in our syllabi, to validate our courses for students, whether they are humanities majors or not.

Teaching History to a Non-Interested Audience

- *Njeru Murage (he/him)*, Professor, History/School of Social Science and Global Studies, Monroe Community College

There is a way a professor of history at a community college can interest those students who regard the subject as irrelevant to their daily concerns. The professor can arouse curiosity about the past by presenting it as inseparable from our being. Students can be shown that historical knowledge is a marvelous mirror for understanding themselves. The past is active in their daily lives. Our identities are fundamentally made up of memories embedded in culture.

5 HLC1.2209

PANEL - The ACC Honors Program: Students in Conversation Across Sections

- Moderator: *Ted Hadzi-Antich Jr. (he/him)*, Professor, Government and Humanities, Austin Community College
- *Marisela Perez Maita (she/her)*, Student, General Studies, Austin Community College
- *Marc Stoyer (he/him)*, Student, Physics & Economics, Austin Community College.
- *Rose Ott (she/her)*, Student, Computer Science, Austin Community College
- *Myles Lopez-Cepero, (he/him)*, Student, Economics, Austin Community College
- *Theodore Courtois (he/him)*, Student, Engineering, Austin Community College

Engage with current ACC Honors students in discussing their experiences in ACC Honors classes and the benefits of Honors study at community Colleges.

6 HLC1.2210

PANEL - Outside In: What People Bring

- *Jamey Gallagher (he/him)*, Professor, English, Community College of Baltimore County
- *Kris Messer (she/her)*, Professor, English, Community College of Baltimore County

In this session, we look at student-generated resources and self-directed writing and consider ways we can deepen our understanding by drawing on community ways of knowing. We want to encourage change in, and beyond, the classroom, but we also want to draw on humanistic ways of knowing students are already invested in — in their faith backgrounds, in their gaming, in their family lives, in their passion projects, and in places we might have failed to look.

7

HLC1.2216**PANEL - Grappling with Grammar: Adding Meaning, Not Stress**

- *Greg Campbell (he/him)*, Professor, English, Community College of Baltimore County
- *Heather Harris (she/her)*, Professor, English, Community College of Baltimore County

Incorporating grammar instruction into reading and writing courses is simple and important because understanding grammar helps students comprehend 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.

8

HLC1.2217**PANEL - The AI Adjustment: Integrating AI Tools into the Writing Classroom**

- *Susan Meigs (she/her)*, Professor, Composition & Literary Studies and Business, Government, & Technical Communications, Austin Community College
- *Katie McClendon (she/her)*, Professor, English and Humanities, Austin Community College
- *Kathleen Shapley (she/her)*, Professor, Business, Government, & Technical Communications, Austin Community College

Newly available AI tools have created both challenges and opportunities for faculty, especially those teaching writing and other skills requiring inventiveness, originality, and creativity. Panelists explore their individual and collective uses of AI tools, such as ChatGPT and Packback, in the classroom and share strategies to help students use these tools for learning and growth.

9

HLC1.2218**PANEL - Different Roles, Same Goal: Forging Collaboration within the Humanities and Beyond**

- *Jared Abraham (he/him)*, Professor, English, Weatherford College
- *Dana Brewer (she/her)*, Professor, English & Department Chair, Humanities, Weatherford College
- *Diann Ainsworth (she/her)*, Professor, English, Weatherford College

This panel presentation will feature three different perspectives seeking to forge collaboration. A QEP facilitator will present on the development, implementation, and results of a Faculty/Student mentoring program. A faculty member will present on developing student clubs and seeking collaboration across clubs to help students build a network. Finally, a department chair will present on enabling collaboration amongst faculty within a discipline, as well as across departments — creating interdisciplinary opportunities for students.

Friday, October 13th

10:00am - 12:00pm Self-guided Art + Wellness Activities (ACC Gallery 2000,HLC2.2450)

Walk-in to visit the Gallery!

More details on page 10

10:00am - 1:00pm ACC Organization and Department Tables - HLC Building 2000 (Interior Commons near Presentation Hall)

Visit booths with information and fun swag from our different Liberal Arts
Departments

More details on page 10

9:45am - 10:45am - CONFERENCE SESSIONS ROUND 2

10 HLC1.2201

ROUNDTABLE - Not TikTok, but TIC-Taught: Trauma-Informed Teaching Practices

• *Denise Huff (she/her)*, Professor & Department Chair, Humanities & Languages,
Spartanburg Community College

Student mental health challenges are at an all-time high and affect our students' success rates.
Higher Education professionals who are not clinicians can still use principles of Trauma-Informed
Care to help students succeed. Come join the conversation!

11 HLC1.2202

ROUNDTABLE - NEH Grant Support for Community College Curricular Innovations

- *Julia Nguyen (she/her)*, Senior Program Officer, Division of Education Programs,
National Endowment for the Humanities
- *James Karmel (he/him)*, Professor, History, Harford Community College
- *Andrew Rusnak (he/him)*, Professor, English, Community College of
Baltimore County
- *Greg Campbell (he/him)*, Professor, English, Community College of
Baltimore County

The roundtable discussion will provide an overview of NEH grant funding available to help community colleges meet a variety of curricular goals. It will highlight programs of particular interest to community college faculty and administrators through the work of recent awardees, giving audience members real-world examples of how NEH funding can help transform humanities education and offering first-hand guidance.

12 HLC1.2207

IDENTITY AND MEMORY

To Change: People, Place, and Time

• **Jennifer Chenoweth** (*she/they*), Museum Site Coordinator, City of Austin, Parks and Recreation, Oakwood Cemetery Chapel

The history of the people buried in Oakwood Cemetery tells the story of Austin. In collaboration with community members and organizations, the chapel produces digital history exhibits that include interactive maps, video, audio, photography, narrative, and research to understand the lives of people. Austin is a place with beautiful natural resources that has attracted people for over 16,000 years. These people create culture and communities that define Austin.

Using Songs to Learn about Hispanic Cultures

• **Laura Cummins** (*she/her*), Professor, Humanities, Weatherford College

Join Señora Cummins as she shares songs from her Spanish classes. These songs are traditional favorites from the Spanish-speaking world. She uses them to teach about geography, culture and identity. These songs can launch class discussions into many interesting topics. Señora Cummins will play her guitar and sing the songs. She welcomes all participants to sing along with her.

Breaking Maat: Hatshepsut, Akhenaten, and the Battle for Egyptian Identity

• **Jason Whitmarsh**, Professor, Humanities, St. Johns River State College

The concept of tradition vs. identity has become a hot button topic in current society. One of the most fascinating examples of conflict between tradition and identity comes from the conventional society of Ancient Egypt. Egypt maintained its monolithic nature for most of its history, but during the reigns of Hatshepsut, the woman king, and Akhenaten, the heretic king, tradition was overturned, and Egyptian identity was threatened, endangering the foundation of cosmic order.

13 HLC1.2208

PEDAGOGY

Humanities and Pedagogy: Freud and Jung

- *Rafael Castillo (he/him)*, Professor, English and Humanities, Palo Alto College
- *Alfredo Torres, Jr. (he/him)*, Professor, Humanities, Palo Alto College

This powerpoint presentation examines the use of Sigmund Freud and Carl Jung's applications on selected films for the Humanities. Practitioners will learn how to use psychological and theoretical concepts and apply them to specific film content.

14 HLC1.2209

INTERDISCIPLINARITY AND MEETING PEOPLE WHERE THEY ARE

Cultural Border Crossings and Indigenous Ontologies in Biology Classrooms

- *Joshua Hoskinson (he/him)*, Professor, Biology, Glendale Community College; Program Manager, Biodesign Center for Mechanisms of Evolution, Arizona State University

The multicultural biology classroom is a nexus of diverse epistemologies, ontologies, and axiologies concerning the living world. Cultural border crossings, or teaching and learning techniques that facilitate understandings of these diverse funds of knowledge, allow for the holistic and humanistic personal growth of students critically engaged with these diverse perspectives. This talk will discuss the importance of these cultural border crossings, with special consideration of ontological diversity, in the biology classroom.

Caring Detachment: A Vicarious Trauma Tool-Kit

- *Sydney Elliott (she/her)*, Professor, English, Tillamook Bay Community College

Our students have individual needs and backgrounds. From collective or cultural trauma to individual events, students often bring trauma (unknowingly) into our offices and classrooms. Being aware and implementing trauma-informed care is essential to student success. However, what about us? How do we be there for our students but also for ourselves?

Human (Rational) Choices and Gender Studies

- *Lei Ji (she/her)*, Professor, Economics, Austin Community College

In my presentation, I will discuss the integration of gender studies into economics education. Specifically, in my economics classes, we analyze gender-based differences in time allocation, unemployment, and labor participation rates, as well as women's choices across different regions and time periods. We approach these topics by using economic theories and empirical data.

15 HLC1.2210

PANEL - The Promise of a Humanistic Education: Creating and Implementing IRW and Humanities Curricular Materials to Foster Student Engagement

- *Haleh Azimi (she/her)*, Professor, Academic Literacy & Co-director, The Accelerated Learning Program, The Community College of Baltimore County
- *Elsbeth Mantler (she/her)*, Professor, English & Co-director, The Accelerated Learning Program, The Community College of Baltimore County

The Accelerated Learning Program (ALP) is a corequisite program, where students take Composition I concurrently with an integrated, reading, writing (IRW) developmental education course. In 2022, the ALP co-directors secured an Andrew W. Mellon Humanities for All Grant to build Open Educational Resource (OER) based curriculum to enhance IRW and critical thinking through humanities focused curricula. This session will provide an overview of the IRW humanities thematic units, along with a review of the grant process.

16 HLC1.2216

PANEL - CCHA Dean's Committee: Challenges and Opportunities in Community College Leadership

- *Tina Redd (she/her)*, Dean, Social Sciences and Fine Arts, Clark College
- *Brian Stipelman (he/him)*, Dean, Liberal Arts, Frederick Community College
- *Ellen Osterkamp (she/her)*, Dean, Arts, Lane Community College
- *Mike Jacobs (he /him)*, Dean, Humanities and Social Sciences, Monroe Community College
- *Monica Walker (she/her)*, Dean, School of Writing, Literacy & Languages, Community College of Baltimore County
- *Jenny Williams (she/her)*, Dean, Arts and Sciences, Spartanburg Community College

CCHA Deans will present on a range of timely and consequential issues facing instructional leadership across the nation. Topics will include the nationwide assault on DEI and minoritized identities, leadership development, responses to ChatGPT and other AI technology, supporting faculty scholarship, and faculty to administrator leadership development.

17 HLC1.2217

PANEL - Hosting a Community Dialogue Event on “Empathy for Those Who Differ from Us”

- *Linda Cox (she/her)*, Professor, Philosophy & Service-Learning Program Coordinator, Austin Community College
- *Kathy Frost*, Professor, Psychology, Austin Community College
- *Amy Barber (she/her)*, Student, Human Services/ Addiction Counseling, Austin Community College
- *Ann Macken (she/her)*, Student, Social Work, Austin Community College

Austin Community College collaborated with a community partner, Interfaith Action of Central Texas, to host a dialogue event on the subject of empathy. The objective of this event was to improve interfaith and interpersonal understanding and to improve civil discourse. We will share some of the logistical, practical, personal, and academic insights gained from this experience (along with important lessons learned), through a panel of faculty, students, and community partner representatives involved in the event.

18 HLC1.2218

PANEL - Co-Reqs and Transformative Texts: The Great Questions and Integrated Reading and Writing at ACC

- *Kerri Pope (she/her)*, Professor, Humanities, Austin Community College
- *Ursula Parker (she/her)*, Professor and Faculty Director of INRW, Composition and Literary Studies, Austin Community College
- *Grant Potts (he/him)*, Professor of Philosophy, Religion, and Humanities, Austin Community College
- *Elizabeth Frye (she/her)*, Professor, Composition and Literary Studies, Austin Community College
- *Kate Dean (she/her)*, Instructor, INRW, Liberal Arts Humanities & Communication, Austin Community College
- *Kathleen Reeves (she/her)*, Professor, Humanities, Austin Community College
- *Laura Trelue (she/her)*, Professor, Composition and Literary Studies, INRW, Student Development, Austin Community College

The Texas Higher Education Coordinating Board states that 35% of students enrolling in college are not college ready. The Great Questions Seminar is a faculty-developed and led frameworks program focusing on transformative texts and small group discussion. In 2021, faculty from INRW and Great Questions joined forces to create a co-requisite course. We will discuss the process for screening students, training faculty, and the robust collection of high-touch services that support these students and faculty.

Friday, October 13th

11:00am - 12:00pm - CONFERENCE SESSIONS ROUND 3

19 HLC1.2201

ROUNDTABLE - Building Bridges: How Humanities Creates Cultural Connections

- *Megan Reiser (she/her)*, Professor, Communication Studies, Green River College
- *Renate Sorg (she/her)*, IEP Faculty, Intensive English Program, Green River College

This session will discuss how a combined course with international and domestic students in the Humanities fosters connection and community between students from both groups. The presenters will provide a background to the collaboration, share success stories, and offer specific lesson plans that the audience can adapt. Highlights include lessons on non-verbal cultural differences, language styles, and group analysis of culturally relevant films.

20 HLC1.2202

ROUNDTABLE - Second-Best Ethics: Teaching (Students!) Ethical Decision-Making

- *Mark Curtis-Thames (he/him)*, Professor, Philosophy and Religion, El Centro Campus, Dallas College

Having laid out the theoretical and life-situation basis of Second-Best Ethics at the previous CCHA, in this presentation I hope to (a) very briefly refresh people's memory of the Cleveland talk, catching new participants up to speed with a handout; (b) lay out the ethical situation analysis and the ethical toolkit, supported by a handout, and (c) present the pedagogy of it by having session participants engage in a "second-best" ethical decision-making exercise.

21 HLC1.2207

VISUAL AND CULTURAL LITERACY

A Culture through the Eyes of the Underrepresented

- *Frank Masel (he/him)*, Professor, Coordinator of World Languages, Community College of Baltimore County

Within every culture there are subcultures that are foundational to that mainstream culture. Did you know that through judaism and Romani people we have Flamenco dancing? Something so very essential to "Spanish" culture. In this session we will explore several hispanic cultures and various underrepresented cultures that have created what we know.

In the Eye of the Beholder: Approaches to Visual Literacy across the Disciplines

• **Jon Luckstead**, Professor, Library Services, Austin Community College

With the ever increasing proliferation of visual media and communication, visual literacy is more important than ever. We will look at ways in which various humanities disciplines may approach visual literacy in their curricula, including examples from art and art history. We will also explore ways in which student support by professionals and professors of the humanities, and other disciplines, may collaborate to equip students with important skills for successfully negotiating our media-saturated society.

Modeling Social and Personal Responsibility in Teaching in the Humanities

• **Geoffrey Grimes (he/him)**, Professor, English, Dallas College

Modeling social justice from a teacher's personal experiences encourages humanities students to respond in meaningful ways to the great social issues they are likely to confront in their own lives. My work as an expert witness in asylum hearings, supporting Guatemalan refugees fleeing their civil war, gave me unique perspectives on social justice that I have used to frame critical thinking exercises in my English composition classes.

22 HLC1.2208

CRITICAL THINKING AND GROWTH IN THE CLASSROOM

Euclid's *Elements* Is a Beautiful, Relevant and a Deeply Humanistic Work

• **Ted Hadzi-Antich Jr. (he/him)**, Professor, Government and Humanities, Austin Community College

Ancient mathematics is beautiful, relevant, and deeply creative. In this session, learn why you should and how you can implement collaborative engagement with the ancient mathematical text of Euclid in the liberal arts classes you teach — helping students think more creatively and clearly about what matters to them.

What Is Called Thinking?

• **Carey Gable (he/him)**, Professor, English, Paris Junior College

"What is most thought provoking in our thought provoking time is that we are still not thinking," Martin Heidegger, *What Is Called Thinking?* (1976). Critical thinking through self-reflection writing and meta-cognitive questioning: Students are less engaged and more likely to turn to their hand-held computers than ever before. Students arrive in our classrooms test ready but woefully unprepared for the tasks of problem solving. Therefore, it is posited that it then falls to the Humanities to teach the crucial skill of Thinking (with a capital T).

Stoic Test Strategies: Using the Appreciative Education Framework to Support Student Success

• **Marta Moore (she/her)**, Professor, English and Humanities, Collin College

My interactive presentation will illuminate the collaborative nature of the humanities by introducing participants to the AE framework through strategies used by ancient Stoic philosophers. I will also demonstrate how we can help students transform life's stumbling blocks into opportunities for growth.

23 **HLC1.2209**

HEALTH AND ETHICS

Reproductive Health Care Challenges for Refugee Women Resettled in the U.S.

• **Nick Rummell (he/him)**, Professor, History and Liberal Arts, Pellissippi State Community College

Refugee resettlement is shaped by numerous policies and factors that are constantly changing and evolving to fit the humanitarian needs and political agendas of the times. Refugee women tend to suffer the most from these policies, especially surrounding healthcare. Specifically, the current political climate around sexual and reproductive health in the U.S. leads to a situation where refugee women suffer from multiple discriminations due to the intersectionality of race, gender, and citizenship status.

Ethics and Environmental Science Infusion

• **Cristina Cardona (she/her)**, Professor, Physical Science, Community College of Baltimore County

Philosophy professor, Nick VanHorn, and Physical Science professor, Cristina Cardona, infused ethics into environmental science courses taught at CCBC. This involved the development of journal entries, ethics discussions, reading materials, and debates that incorporated the humanities and science. The ethics of environmental injustice, population control, industrial farming, and overharvesting of sharks were among the topics addressed. This interdisciplinary approach was seen to improve student engagement and the relevance of course topics.

Exploring Humanities Collaboration via Public Health: Lessons from the National Endowment of the Humanities Summer Institute on Disease, Pandemics, and Public Health in the U.S.

• **Mark Huston (he/him)**, Professor, Philosophy and Liberal Arts, Schoolcraft College

Having recently attended a cross disciplinary NEH Summer Institute, I will defend why health is one of the most important and useful areas for applying an interdisciplinary, humanities-centered approach. Using specific examples from the NEH institute, such as Yellow Fever, Smallpox, HIV, and other diseases and pandemics, I will show how health is one of the better vectors to examine issues such as social justice, race, and so on, through a truly collaborative lens.

24 HLC1.2210

PANEL - Faculty Guide to Supporting High School Students

- *Sheri Trivane (she/her)*, Coordinator & Professor, Communications, Community College of Baltimore County
- *Colleen Kline (she/her)*, Coordinator & Professor, Psychology, Community College of Baltimore County

Government-funded programs promoting early college access have led to a surge of high school-aged students in community colleges. However, these students face unique challenges adapting to the college environment. As part of an interdisciplinary cohort, we conducted research and concluded that reaching out to faculty was the best way to bridge the gap. We created resources to assist faculty in understanding and supporting these students and believe it could be replicated at other community colleges.

25 HLC1.2216

PANEL - Economic Perspectives on Humanities

- Moderator: *Lei Ji (she/her)*, Professor, Economics, Austin Community College
- *Brooks Micheals (he/him)*, Student, General Studies, Austin Community College
- *Sebastian Leal (he/him)*, Student, Economics, Austin Community College

The panel is comprised of two papers submitted by students enrolled in the Honors Macroeconomics course at Austin Community College. One paper analyzes the supply-side reasons behind the 2008 recession, while another explores inflation and potential solutions, in Brazil.

26 HLC1.2217

PANEL - Multiplying Global Perspectives: Overseas Faculty Development Seminars from CAORC

- *Jeff Badger (he/him)*, Program Manager, Council of American Overseas Research Centers
- *Paul R. Edleman (he/him)*, Professor, Political Science and Communication, Sauk Valley Community College
- *Cinder Cooper Barnes (she/her)*, Professor, English; Director, Global Humanities Institute, Montgomery College
- *Amar Sawhney (he/him)*, Professor, Architecture, Miami-Dade College

The Council of American Overseas Research Centers (CAORC) provides fully-funded overseas seminars to assist faculty from community colleges in gaining international experience to enhance curricula at their respective institutions. In this panel, faculty members who recently participated in seminars, held in Senegal, Pakistan, and Mexico, will share their experience and how these short-term academic seminars have enriched their teaching practices, contributed to their professional and personal growth, and expanded global perspectives for their students.

27 HLC1.2218

PANEL - Culture and Identity in the World Language Classroom to Foster Belonging and Inclusion

- **Tim Altanero** (*no preference*), Professor, German and Spanish, Austin Community College
- **Cathy Angell** (*she/her*), Professor, Spanish, Austin Community College
- **Mary Greff** (*she/her*), Professor, Russian, Austin Community College
- **Lynn Lau** (*she/her*), Professor, Chinese; AAPI Cultural Center Director, Austin Community College
- **Vanessa Lazo** (*she/her*), Department Chair World Languages (on sabbatical for AY 2023-2024) & Spanish Professor, Austin Community College
- **Véronique Mazet** (*she/her*), Professor, French, Austin Community College
- **Theresa Oh** (*she/her*), Professor, Korean and Japanese, Austin Community College
- **Todd Phillips** (*he/him*), Professor, French, Italian, and Spanish, Austin Community College
- **Mariela Prato-Williams** (*she/ella*), Professor of Spanish; Interim Department Chair of World Languages, Austin Community College
- **Emi Schuster** (*she/her*), Professor of Japanese, Austin Community College

The World Language Department (WOLA) at Austin Community College presents a panel on culture and identity in the world language classroom to foster belonging and inclusion. Panel participants span eight of the 10 languages offered representing community outreach and global perspectives that include the Asian American Pacific Islander Cultural Center, Dual Credit, Honors, International Programs, Sabbatical projects on Blogging in Japan, and Language Inclusivity in binary languages in France, Italy, and Spain.

Friday, October 13th

12:00pm - 1:00pm Lunch

HLC Building 2000 (Interior Commons near Presentation Hall)

1:00pm - 2:45pm Plenary Session II

Presentation Hall - HLC2.1550

Keynote details on page 6

3:00pm - 4:00pm - CONFERENCE SESSIONS ROUND 4

28 HLC2.2450 (Gallery 2000)

GALLERY TALK - Art + Political Engagement: Exploring Art as a Tool for Political Dialogue

- Moderator: *Olivia Spiers (she/her)*, Gallery Coordinator, Outreach & Programming, The Art Galleries at Austin Community College
- *Bernie Diaz (he/him)*, Department Chair and Professor, Art, Austin Community College
- *Yousif Del Valle (he/him)*, Professor, Art, Austin Community College
- *Madeline Kinkel (she/her)*, Professor, Humanities, Religion, and Literature, Austin Community College

Throughout the academic year, The Art Galleries (TAG) at Austin Community College provides in-gallery programming based on the foundation that art acts as a vehicle for open discussion. These programs bring together ACC students, faculty, staff, and members of the community to explore topics surrounding art-making, art history, mythology, and more. This particular session highlights Heather Parrish's installation *Double Down* (2023) and explores the ways that art can act as a catalyst for political discourse.

29 HLC Bldg 1000 by Registration & Sessions

POSTER - Dissolving Boundaries: Inclusion and Transcendence through Perennialist and Integral Theories and Practices

- *Melvin Berry (he/him)*, Professor, English, Community College of Baltimore County

Unity within diversity is a cherished humanitarian ideal; however, its realization has often been elusive. This poster session will showcase two theoretical models, Perennialism and Integral Theory, and how their respective contributions outline and promote individual and collective understanding, fostering both inclusion and transcendence by dissolving and expanding psychological, sociological, and ideological boundaries.

30 HLC1.2201

ROUNDTABLE - Surviving ChatGPT - Motivating Students to Embrace Creativity

- *Donya Samara (she/her)*, Professor, Communication and Humanities, Tallahassee Community College
- *Jenny McHenry (she/her)*, Professor, Communication and Humanities, Tallahassee Community College

Generative AI is here to stay. We will discuss assignments designed to develop internal motivation in community college students. We hope to open a conversation about how we can continue to make humanities relevant and vital to future.

31 HLC1.2207

ART AND MEANING

The True Home of the Avant-Garde: How Shinkichi Takahashi's Dadaist and Zen Poetry Reveal the Same Vision of the Ideal Life

- *Zek McCormick (any/all)*, Student, Computer Science & Philosophy, Austin Community College

Shinkichi Takahashi (1901-1987) was the first published Dadaist in Japan and later became the first Japanese Zen poet. His body of work illuminates similarities between Dadaism and Zen Buddhism, as seen in the late Taishō (1912-1926) and Shōwa era (1926-1989). My research compares themes at play in Takahashi's *Poems of Dadaist Shinkichi* (1923) and *Afterimages* (1971) to extrapolate what it means to be a radical liberalistic idealist, and why both movements fall into this category.

Unraveling History: A Crisis of Meaning in Modernity?

- *Josh Price (he/him)*, Professor, Humanities, College of DuPage

We seem to be living through a crisis of meaning. Both inside and outside the halls of academia, many people report being gripped by a sense of meaninglessness. In addition, many people report having the sense that the world used to be suffused with meaning, but that the modern world destroyed it. In other words, it is not just that meaning is absent, but that it has been lost. What should we think of this?

There's Much More than This: The Message behind Pearl Jam's Music

- *Brian Stipelman (he/him)*, Associate Vice President/Dean, Liberal Arts, Frederick Community College

Pearl Jam is the last surviving, and arguably greatest, of the grunge bands that emerged in the 1990s to redefine mainstream rock music. This presentation explores how the social and political themes embedded in Pearl Jam's music have evolved over the course of several decades, with a particular focus on their humanism, empathy, feminism, authenticity, politics, solidarity, and philosophy of social agency and intergenerational responsibility.

32 HLC1.2208

21st CENTURY HUMANITIES

Shrink the Change: Solutions Based Pedagogy in the Humanities

• *Claire Adams (she/her)*, Professor of Humanities & Associate Director of the Community Writing Center, Salt Lake Community College

In a time of social upheaval, students can feel defeated and discouraged about what they can do to effect social change. Solutions Based Learning can equip students with the critical thinking skills to address social issues and propose suggestions for effective social change and policy. This approach is a high impact practice that will encourage a higher degree of learning success.

Humanities and the Arts: Power Tools for the 21st Century

• *Rebecca Duncan (she/her)*, Professor, Humanities and Fine Arts, Lawson State Community College

The demand for critical thinking skills, communication skills, and many other “soft skills” has increased, while Humanities and the Arts courses that develop these essential skills are getting cut. This session will present ways to frame the narrative to increase awareness for how the study of the arts enhances sensory perception, challenges conceptions, and strengthens students’ critical cognition – the power tools for the 21st century.

What Might a 21st-Century Community College Look Like?: A View from the Bronx

• *Joseph Donica (he/him)*, Professor & English Major Coordinator, Department of English, Bronx Community College

What might a 21st-century community look like? What sorts of collaboration and community have we ignored that are sitting right in front of us and that could be the impetus for redefining what humanistic study looks and feels like in the next 20-50 years? In this paper, I argue that two-year colleges must take the reins on these questions and be the leaders in bringing together campus and community through humanistic inquiry.

33 HLC1.2209

PANEL - Inside the Liberal Arts Gateway (LAG) Classroom: Making a Difference in Student Learning and Outcomes

- *Brinda Roy (she/her)*, Professor, Composition and Literary Studies, Austin Community College
- *Heidi Juel (she/her)*, Professor, Composition and Literary Studies, Honors Program, Service-Learning Faculty, Austin Community College
- *Arun John (he/him)*, Professor, Composition and Literary Studies, Creative Writing, and Humanities, Austin Community College
- *Aliana Taylor (she/her)*, Student, Psychology, Austin Community College

- *Fatima Vasquez-Esquivel (she/her)*, Student, General Studies of Pre-Health Sciences, Austin Community College
- *Addison Gonzalez (she/hers)*, Student, Health Sciences, Austin Community College
- *Chris Milton (he/him)*, Student, Pre-Med, Austin Community College
- *Kearson Siddell (she/her)*, Student, Psychology, Austin Community College
- *Ayla Chapman (she/her)*, Student, Education, Austin Community College

What is it like to be in a Liberal Arts Gateway (LAG) class? Come take a walk with us as we, faculty and students from the Composition and Literary Studies Department at Austin Community College, share the exciting journey of building community in a LAG classroom. Panelists will reflect on the impact of LAG guiding principles: Equity and Inclusion, The Student Experience, and Responsiveness to Future Stakeholders — both within the humanities classroom and beyond.

34 HLC1.2210

PANEL - Collaborative Campus Conversations

- *Clarissa Codrington, (she/her)*, Professor, English, MassBay Community College
- *Courtney DeGeorge, (she/her)*, Professor, English, MassBay Community College
- *Carolyn Crotty Guttilla, (she/her)*, Professor & Chair, Communication, MassBay Community College

In this session, panelists will detail their collaborative efforts to amplify student voices through the launch of a campus podcast as well as a school-wide conversation series. After that, they will open the floor for discussion on how attendees can apply the same tactics in their own teaching contexts and create a space where everyone can share their own stories of successful collaboration.

35 HLC1.2216

PANEL - Putting the “Community” Back into Community College

- *James C. Jones (he/him)*, Professor, History and Humanities, North Central Texas College
- *Pat Ledbetter (she/her)*, Professor, History and Humanities, North Central Texas College
- *Jane England, (she/her)*, Professor, History and Humanities, North Central Texas College

In an era of increased criticism of higher education, it is more important than ever to strengthen the bonds between our institutions and the communities we serve. This panel discussion addresses several strategies for increasing community engagement and how to use the expertise of community college faculty to provide services to the surrounding community. Examples include: community integration into courses, student showcases, special programming, and more.

36 HLC1.2217

PANEL - Empowerment! The Story of Union and Collaboration in Composition and Literary Studies — How Integrated Reading and Writing Puts Humanities Principles into Practice

- *Ursula Parker (she/her)*, Professor & Faculty Director INRW, Composition & Literary Studies, Austin Community College
- *Wendy L. Elle (she/her)*, Department Chair & Professor, Composition & Literary Studies, Austin Community College

INRW's corequisite program pairs humanities courses, including Composition and Philosophy, with developmental writing support. These collaborations help high-need students question, make connections, evaluate, and formulate new understandings of themselves, their communities, and the community at-large. Through careful placement of students and fostering collaboration with coreq partners, ACC's INRW program in Composition and Literary Studies has reinforced the importance of teaching principles of the humanities while opening doors for students to attain college readiness and earn credit for core classes.

Friday, October 13th

4:15pm - 5:15pm - CONFERENCE SESSIONS ROUND 5

37 HLC1.2201

ROUNDTABLE - Defining the Challenges of Inclusion: Connecting DEI and Academic Freedom at the Community College

- *Heather Harris (she/her)*, Professor, English, Community College of Baltimore County

In this roundtable discussion, Heather Harris will frame the current perceived friction between DEI and Academic Freedom: to wit, there must be a hierarchy, and either DEI or Academic Freedom must "win." We will instead focus on productive collaborations among DEI initiatives, individual values, and the inevitable discomfort that comes with scholarly pursuit. We will discuss a variety of viewpoints, dedicated to showing how we can create community through investigation and acceptance of this tension.

38 HLC1.2202

ROUNDTABLE - Scholarship, Leadership Development, and Engaged Community Work: The Transformative Power of Restorative Practices, a Case Study

- *Arcelia Hernández*, Professor, Practice Program Coordinator for Youth and Community Studies, The University of Texas at Austin
- *Anne-Marie Thomas (she/her)*, Professor, Composition and Literary Studies Honors Program Chair, Austin Community College

In 2020, the College of Education at UT Austin and the Austin Community College Honors Program partnered to create a leadership program grounded in restorative practices for ACC students interested in transferring to UT. This endeavor is designed to recruit candidates interested in pursuing Teacher Education and Youth and Community Studies degrees. To date, the UT YCS Fellows Program has awarded over 50 certificates of completion, with a number of students both becoming interns for UT's summer college readiness program and transferring to UT.

39 HLC1.2207

STUDENT-LED INITIATIVES AND RESEARCH

• **Moderator:** *Shawn Hamerlinck (he/him)*, Professor, Humanities & Social Sciences, Eastern Iowa Community College

How Community Colleges Are Aiding the Assimilation Process for Ukrainian Refugees

• **Blake Hansen (he/him)**, Student, Humanities & Sociology, Eastern Iowa Community Colleges Clinton Campus

Throughout this study, the researcher discovered countless fascinating developments in the assimilation process of Ukrainian refugees into American culture. Integrating into American culture is a process that requires more than naturalization; refugees must understand the current American gun violence culture. Clinton Community College's Ukrainian refugee students experienced this first hand in a fabricated school shooting report. As a result, community colleges are now thrust into the role of explaining America's ongoing cultural wounds.

The Impact of Speech Impediments on Employment in Law Enforcement

• **Caleb Riessen (he/him)**, Student, Humanities & Sociology, Eastern Iowa Community Colleges Clinton Campus

Community popularity and perception of police can be improved by community colleges welcoming those with speech impediments into Criminal Justice Transfer Majors degree and law enforcement careers. This research challenges how Criminal Justice Transfer Major programs have missed a brilliant opportunity to grow by overlooking community inclusivity requests.

How to Grow Student Engagement and Student Enrollment by Creating a Club with no Rules and Demanding Acceptance of all Participants

• **Michael Asaadi (he/him)**, Student, Humanities & Sociology, Clinton Community College

The Student Affairs Club (SuperAwesomeness) at Clinton Community College is the cultivation of belonging, support, socialization, and impactful growth. Join Us!! We Want You!! We Want You To Shine!!

40 HLC1.2208

SOCIAL JUSTICE

Diversity and Social Justice through World History Survey Courses

- **Tamer Balci (he/him), Professor, History, University of Texas-Rio Grande Valley**

This research covers the significance of World History survey courses. The research initially considers how and why these courses gradually transformed from Western Civilization courses into World History courses and consequently carried a more Euro-centric approach. The research pinpoints areas in need of improvement and elaborates on how World History courses can be utilized to teach a better understanding of human connectivity and diversity, rather than imagined superiority of one group over others.

Call for Collaboration from Nashville Trenches

- **Fred Jordan (he/him), Professor, Business and Professional Studies, Nashville State Community College**

Murders at Covenant School and the Tennessee legislature's "divisive concepts" legislation manifest attacks the bodies and minds of Tennessee students and teachers. Along with the nation, Tennessee faces not only these attacks, but also a vocationalist and ideological assault on the humanities. This session seeks responses from the audience on how we might collaborate to communicate a courageous response; a credo, aimed at administrators, legislatures, and governing boards.

Using Landmark Supreme Court Decisions to Teach Justice and Critical Thinking

- **David Meng (he/him), Professor, English, Anne Arundel Community College**

In this presentation I will describe an assignment in which students in a first-year community college composition course study Landmark Supreme Court Decisions. The goal of the assignment is to explore topics, issues, and questions concerning Justice in the United States as well as to develop critical thinking skills by analyzing, debating, and writing about the issues and arguments in each assigned Landmark Decision.

41 HLC1.2209

PANEL - CCHA's Literary Magazine Competition, Explained

- **Evan Balkan (he/him), Professor, English and Creative Writing, Community College of Baltimore County**
- **Jenny Williams (she/her), Dean, Arts & Sciences, Spartanburg Community College**

From the CCHA website: "One of the highlights of the Community College Humanities Association is its annual literary magazine competition, which highlights student work from all over the nation. The competition reinforces the mission of CCHA to help shape and strengthen students with their personal and professional growth in the Humanities." Competition judges will explain the contest, answer questions, and show how and why your community college, and its students, should be involved.

42 HLC1.2210

PANEL - Crossing Genders and Generations: Using College Programming and Literature to Address LGBTQ+ and Women's Issues

- *Linda Sears (she/her)*, Professor, Humanities, Collin College
- *Jules Sears (she/her)*, Professor, English, Collin College

In this two-person panel, we demonstrate how The Dignity Initiative's college programming addresses the concerns and lived experience of students and community members who are women/girls, female identified, transgender, gender fluid, or non-binary. To provide an example of how this programming incorporates the humanities into dialogues on socio-cultural issues, the panel will discuss works of literature that perform gender bending in various ways.

43 HLC1.2216

PANEL - Diversifying the Core: An Overdue Conversation

- *Jean Anne Lauer (she/her)*, Professor, Humanities and Radio-TV-Film, Austin Community College
- *Kerri Pope, (she/her)*, Professor, Humanities, Austin Community College
- *Kathleen Reeves (she/her)*, Professor, Humanities, Austin Community College

Representation matters in the college classroom. Austin Community College's population for the Fall of 2022 was comprised of over 67% of demographic groups considered minorities in the US. But is this majority reflected in the curriculum of their Liberal Arts classrooms? ACC Great Questions professors engage in a conversation about their efforts to diversify core readings in Liberal Arts classes, as a concerted effort to connect to their student populations. The presentation also reflects contributions from ACC professors Alana King and Sarah Bowman.

44 HLC1.2217

PANEL - Can STEMM Survive without the Humanities? An Interdisciplinary Approach to Embrace a Humanities Comeback

- *Anthony Pitucco (he/him)*, Professor (Ret.), Physics and Astronomy, Pima Community College
- *Stewart Barr (he/him)*, Professor (Ret.), Philosophy and Humanities, Pima Community College

Can STEMM survive without the humanities? The academic emphasis on STEMM has neglected to include the importance of an interdisciplinary educational approach, wherein the arts and humanities are significant. We propose a revival in interdisciplinary teaching and put into practice six positive effective strategies called the "Inspirational Six" (i6). Join us to share ideas for educators to adopt the i6 strategies in the hopes of enriching the learning experience for both teacher and student.

45 HLC1.2218

PANEL - Building Diversity, Equity, and Accessibility through the Campus Literary Magazine

- *Jerrica Jordan (she/her)*, Professor, English, Tarrant County College
- *Janae Corrado (she/her)*, Professor, Art, Tarrant County College
- *Jenna-Anisa Gonzalez (she/her)*, Student, Marine Biology, Tarrant County College
- *Samantha Goldblatt (she/her)*, Student, English Education, Tarrant County College

The discussion in this session centers around a literary magazine's efforts to promote accessibility, equity, and diversity. The advisors will emphasize how an interdisciplinary course enabled student editors to showcase their understanding of these matters through assignments for both the magazine and its social media. Additionally, chosen editors from the 2023 publication will share their personal experiences, providing a student viewpoint.

Saturday, October 14th

8:00am - 10:45am Board of Directors Meeting (HLC1.2207)

8:30am - 9:30am - CONFERENCE SESSIONS ROUND 6

46 HLC1.2201

ROUNDTABLE - Parks Program: Campfire Stories on Interdisciplinary Community Engagement

- *Michelle Iden (she/her)*, Professor, Arts and Humanities, County College of Morris
- *Samantha Gigliotti (she/her)*, Professor, Biology and Chemistry, County College of Morris
- *Brian Sahotsky (he/him)*, Professor, Arts and Humanities, County College of Morris
- *John Soltes (he/him)*, Professor, Design and Media Studies, County College of Morris

This experimental "campfire" roundtable focuses on how the humanities can be engaging for students through interdisciplinary work. Facilitators will each add a 3-5 minute segment of a "campfire story" on Parks Program, a program at the County College of Morris that utilizes a points system to encourage students to attend on and off-campus events. The program combines classroom experiences and community events to focus on conservation and protected lands from a variety of disciplinary perspectives.

47 HLC1.2202

ROUNDTABLE - The Academic Workforce in English and World Languages: The Community College Perspective

- **Janine Utell (she/her)**, Program Manager, Professional Development, Modern Language Association
- **Wendy L. Elle (she/her)**, Chair & Professor, Composition & Literary Studies, Austin Community College

A member of the Executive Committee of the Association of Departments of English representing community colleges and a staff member from the Modern Language Association will lead a discussion about the academic workforce in languages and literatures from the community college perspective. Together, the organizations are in the early stages of a major update to the 2008 report *Education in the Balance: A Report on the Academic Workforce in English*; this will be a venue to learn from community college faculty and to share preliminary research questions.

48 HLC1.2208

THE VALUE OF THE HUMANITIES

Pathways through the Pandemic: Can We Stop the Humanities Freefall?

- **Wendy Swyt (she/her)**, Professor, English, Honors, and College Studies, Highline College

The pandemic and the pathways initiative was a 1-2 punch for the humanities. Many humanities courses were canceled during the pandemic. In addition, we reorganized around six pathways that would move students toward transfer. Most of our students choose three pathways: STEM, business, and healthcare. Literature or film courses rarely run, and philosophy, art, and music instructors are concerned about layoffs. This presentation will address strategies to bring humanities courses out of the current freefall.

Railroading the Humanities: Laying Tracks to Spike Engagement

- **John Cooney (he/him)**, Professor, Communication and Social Science, Ivy Tech Community College

The five Pacific Railroad Surveys conducted across the West in the 1850s offer a substantial record of scientific exploration. The Reports offer material of interest to teachers of Humanities discipline courses and can helpfully engage the course objectives and topics in other community college disciplines. This concise survey will introduce the Reports as resources for Humanities teaching and suggest paths we might collaboratively explore with colleagues teaching courses in other community college disciplines.

The Value of Humanities: Unveiling the Hyperobjects and Collaborative Power

• **Giuseppe Rotolo (he/him)**, Professor, Philosophy, Middlesex College

In the era of Community Colleges as “workforce development” machines, people do not seem to see value in the Humanities. Why is that? During this presentation I will try to show the reasons why this field of study is undervalued and how stressing the collaborative nature of humanistic disciplines is the way to save them from oblivion and to save (hopefully) our species from itself.

49 **HLC1.2209**

LITERATURE AND REPRESENTATION

Black Mermaids and Dwarves: White Supremacist Backlash Misses the Global Contexts of Andersen & Tolkien

• **Kathleen Murphey (she/her)**, Professor, English and Humanities, Community College of Philadelphia

The racially inclusive casting of *The Little Mermaid* and *Rings of Power* is completely in keeping with Andersen’s Denmark and Tolkien’s Great Britain as major colonial powers with Danish and British colonies in the Caribbean and British colonies across the globe. White Supremacists may want to imagine the fantasy worlds of Andersen and Tolkien as the exclusive domains of Anglo-European Caucasians, but this is false and fails to see them as writers of empire.

“Zombies Everywhere!”: The Use of Post-Apocalyptic Literature to Elicit Ethical Intuitions and Discussion in the Classroom

• **Jeffrey Courtright (he/him)**, Professor, Philosophy, Collin College

In this presentation, I will explain why and how I use post-apocalyptic literature (graphic novels and novels) to promote active learning in my ethics course. Discussion and analysis of post-apocalyptic literature provides my students with a setting and opportunity to elicit moral intuitions and employ ethical reasoning. I will provide a demonstration of a typical activity that I use in my classroom and discuss why such activities are effective in achieving important pedagogical outcomes.

Visual Literature: A Study in Artistic Discourse

• **Paul Sukys (he/him)**, Professor Emeritus, Philosophy and Liberal Arts, North Central State College

Participants will learn how to evaluate visual art by viewing a series of paintings, each based on a literary work. Participants will discuss what they see on each canvas; speculate on the entire plot of the story, and after learning the literary source of each image, evaluate the success of the artist in conveying the story. This presentation demonstrates how visual and literary art can work together to reveal multidimensional ways of telling the same story.

50 HLC1.2210

EXPERIENTIAL AND COLLABORATIVE LEARNING

Localizing the Humanities: An Interdisciplinary Theory and Method for Student-Centered Learning

• *Robert Henry (he/him)*, Professor of Humanities, Arts and Philosophy Department, Miami Dade College

Standing at the center of a student's learning must be their guidepost, an identity constructed and firmly deposited in a grounded ideology of self-awareness in relations to other peoples. It is this center of a student's awareness locally, which requires recognition and integration of unbiased international norms, protections, rights, standards, and values. Guided by international language and legal frameworks, we can utilize an ethnocentric humanistic approach that is international but localized within our classrooms.

Puerto Rico Mio, Jack Delano, and FSA Photography

• *Joshua M. Phillippe (he/him)*, Professor, Humanities and Art History, Ivy Tech Community College

The photography of Farm Security Administration (FSA) photographer Jack Delano inspired me to apply for a sabbatical project in Puerto Rico in 2019. Part of the project was to inquire about a travel program to the island. I am here to share some of my experiences and advocate for more sabbatical travel and exchange programs inspired by the art of these rich programs. In their time, the FSA photographers were tasked with "Introducing America to Americans," something we could well use today.

Better Together: An Interdisciplinary Collaboration between Philosophy, Theatre, and Nursing

• *Robert L. Muhlnickel (he/she/they/their)*, Professor, Philosophy, Monroe Community College

This presentation describes philosophy, theatre, and nursing students learning from *Love Alone*, a play about family members and physicians responding to a fatal surgical error. After students analyzed the play in separate courses, faculty convened all students for a joint discussion. Students presented scholarly work in public settings. Here, we show the collaboration met goals for ethics education through interviews with students and samples of student scholarship and argue that students learned better together.

51 HLC1.2216

PANEL - Challenges of Teaching the Humanities in Competency Based Education: An Example from Philosophy and History

- *Melissa Esmacher (she/her)*, Professor, History, El Paso Community College
- *Aaron Alvarez (he/him)*, Lecturer, Philosophy, El Paso Community College
- *Manuela Gomez (she/her)*, Professor, Philosophy, El Paso Community College
- *Josh Hevert (he/him)*, Professor, History, El Paso Community College

Humanities courses in the Competency Based Education modality face unique instructional and curricular design challenges, but also opportunities. This session explores some of those challenges, with examples from teaching and developing Philosophy and History CBE courses. These challenges include maintaining the content integrity, course organization, and aligning discipline and curricular content with assessments. Humanities courses can be great vehicles for developing information literacy skills that will assist students outside of the classroom.

52 HLC1.2217

PANEL - Global Collaborations: Collaborative Online International Learning (COIL) and the Community College

- *Kay Koeninger (she/her)*, Professor, Art History, Sinclair College
- *Deborah Gaulik (she/her)*, Director, International Education, Sinclair College
- *Joyce Barnes (she/her)*, Professor, English, Sinclair College

Since 2019, Sinclair College has offered over 20 COIL (Collaborative Online International Learning) modules for students within a wide range of existing humanities and non-humanities courses. Using digital tools, faculty in two countries create a shared online student learning experience focusing on academic projects and inter-cultural interaction. For this presentation, two Sinclair College humanities faculty, and one administrator, will discuss the start and growth of their COIL program, including individual faculty experiences and student testimonials.

53 HLC1.2218

PANEL - When Aviation and Communication Collide

- *Guillermo Gibens (he/him)*, Professor, Communication Arts Department, Community College of Baltimore County

The relevance of clear verbal communication in aviation today continues to be vital as the aviation industry trusts advanced technologies to keep planes flying and prevent accidents. This presentation explores past aviation accidents that could have been prevented if only pilots and copilots had communicated accurately and clearly. Cultural differences affecting verbal communication during flight's critical moments are also explored.

54 HLC1.2219

PANEL - The Great Questions Faculty Experience at ACC: A Discussion with Great Questions Faculty

- Moderator: *Ted Hadzi-Antich Jr. (he/him)*, Professor, Government and Humanities, Austin Community College
- *Grant Potts (he/him)*, Professor of Philosophy, Religion and Humanities, Austin Community College

- *Kerri Pope (she/her)*, Professor, Humanities, Austin Community College
- *Deb Hoag (she/her)*, Professor, Government, Austin Community College
- *Arun John (he/him)*, Professor, Composition and Literary Studies, Austin Community College

Great Questions faculty members discuss their experience working to design, and manage, a student success curriculum that centers the discussion based study of transformative texts as a model for how general education can become liberal education at a community college.

Saturday, October 14th

9:45am - 10:45am - CONFERENCE SESSIONS ROUND 7

55 HLC1.2201

ROUNDTABLE - Ask Enduring Questions, Find Persisting Students: The Merits of a Content-Rich First-Year Success Course in the Liberal Arts

- *Shawn Wiemann (he/him)*, Professor, History, Onondaga Community College

At Onondaga Community College, we have developed a content-rich FYS class: LBL 101 - Introduction to the Liberal Arts. The class focuses on enduring questions and texts in the liberal arts, and it is now a required course in our primary transfer program at OCC. Preliminary data indicates that the class's impact on student persistence will be significant. Research and conclusions represent collaboration with colleague Patrick Kenny, Professor, Philosophy, Onondaga Community College.

56 HLC1.2202

ROUNDTABLE - Disruptive Collaboration: Toward an Anti-Racist Pedagogy

- *Jodi Van Der Horn-Gibson (she/her)*, Professor, Department of Communication, Theatre, & Media Production, Queensborough Community College
- *Heather Huggins (she/her)*, Professor, Theatre Program/Department of Communication, Theatre, & Media Production, Queensborough Community College
- *Auiva Geismar (she/her)*, Professor, Dance Program/Department of Health, Physical Education and Dance, Queensborough Community College

In keeping with the conference theme, this roundtable will offer collaborative space to share, reflect, process, and reimagine our role in the classroom. We will share how our individual commitment to anti-racist pedagogy in humanities courses is encouraged through dialogue and mutual support. This roundtable will invite participants to share their own practices, reflections, and/or challenges to the table.

57 HLC1.2208

TRENDS IN SCIENCE AND A.I.

“Resuscitating the Proverbial Dead Grandma”: Embracing AI in the Humanities Classroom

• *Erika Simon (she/her)*, Instructor, Humanities, Nash Community College

At a time when there is a perceived decline in the value of Humanities education, students’ excuses for not completing coursework are seemingly increasing. AI helps address these concerns with personalized feedback and collaborative opportunities while, understandably, also sparking concerns about unoriginality, autonomy, and bias. Ultimately, embracing AI in the classroom can provide innovative ways to engage with humanistic inquiry as well as better prepare students to be part of a new AI-centered workforce.

Women and Minorities in Science

• *Cristina Cardona (she/her)*, Professor, Physical Science, Community College of Baltimore County

This project originated with a need to show diversity in oceanography courses – textbooks used only highlighted western male scientists and explorers. As part of an NEH, I developed a workshop for faculty in biology and chemistry disciplines to incorporate diverse representations in course materials and assessments. Including diversity in gender, ethnicity, nationality, religion, socioeconomic status, and sexual orientation.

Infusing Humanities into Forensic Science

• *David Vaughn (he/him)*, Professor, Criminal Justice Department, Community College of Baltimore County

Humanizing interactions within the Criminal Justice system with compassion and awareness is one important way to minimize injustices to those most vulnerable. Criminal Justice programs can greatly help in this regard. This session will explore the challenge to teach Criminalistics from this empathetic viewpoint. Creative exercises, such as a team building interactive murder case, role plays, and group assignments, that explore the pros and cons of the various forensic sciences, will be detailed.

58 HLC1.2209

IDEOLOGY AND HUMANISTIC INQUIRY

The Vessels that Cage Us: Examining the White Supremacist Roots of Latrobe Hall’s Grecian Urn Motif

• *Adelaide Rouech-Beard (she/they)*, Student, Art History & Sociology, Austin Community College

The use of the composite Grecian urn motif on the facade of Latrobe Hall (1916) celebrates the white supremacist myth of “Western civilization” to the detriment of Johns Hopkins University’s attempts to foster an inclusive environment. This presentation will consider “Western civilization” and its ideological cousin, eugenics, as the ideological underpinnings of the Greek revival movement in American architecture, first in the 19th century and again during the Red Summer period between 1905 and 1920.

Reading Diverse Texts in Humanities: A Catalyst for Fostering Collaborative Academic Literacy

• **Yuanzhong Zhang (he/him)**, Subject Matter Expert, Adult Education Services, Arizona@Work; Professor, Continuing Education, Miami Dade College-Virtual College

Courses in humanities are often considered as electives reserved mainly for self-enrichment rather than an integral part of the institutional agenda of community colleges. It is argued that humanities be reconsidered as an embodiment of diverse texts to be read and interpreted through conversation and collaborative inquiry, and that the concept of academic literacy be understood as a process of building collaborative learning partnerships by making connections with the past, the present, and the future.

De-capitalizing the Curriculum: The Humanities as Liberatory, and the Limits of Collaboration and Compromise

• **Rebecca Eggenschwiler (she/her)**, Professor, English, Montgomery College-Rockville

The marks of capitalism are everywhere on the modern community college campus. After examining how capitalist ideology is creeping further into classrooms, this presentation relies heavily on Paolo Freire’s pedagogical philosophy to reveal inherent contradictions between an embrace of capitalist values and teaching the Humanities. By exploring the limits of collaboration, this presentation suggests how we can help our disciplines stand apart from the systems that have created the oppression many of our students face.

59 **HLC1.2210**

MORAL PHILOSOPHY AND ITS APPLICATIONS

Pragmatist Resources for Democratic Education: A Moral Conception of Collaboration

• **Nakia Pope (he/him)**, Professor, Philosophy, Northwest Vista College

This essay explores the resources provided by John Dewey’s pragmatism for democratic education. Dewey argues for the connection between democracy and education, seeing democracy as a moral endeavor—it is precisely because of this that collaborative education is vital. This paper uses Dewey’s conception of democracy to argue for the central place of the humanities, for building the capacities for democratic life. The paper also briefly explores the direct pedagogical implications of democratic education.

Moral Particularism in Aristotle and Confucius

• **David Bullwinkle (he/him)**, Professor, Arts and Humanities,
Kirkwood Community College

This presentation briefly describes Aristotle's moral particularism, the view that "the particulars are normatively prior to the universals" (Terence Irwin), and then explores the meaning and sources of moral particularism in Confucius's ethics.

Climate Change Education in the Humanities: A Moral Imperative

• **Casandra Coin-Sweeney (she/her)**, Professor, English,
Cuyahoga Community College

Climate change education that moves away from a historically scientific-focused understanding towards a more humanistic one is necessary to make substantive change in an equitable way. Students need to connect to climate change through history, literature, arts and culture, and philosophy. This will allow them to consider the big questions more fully and to think critically about what qualifies as a life well-lived and how that intertwines with our concepts of justice around the globe.

60 HLC1.2216

PANEL - We Collaborated to Create a Humanities Text Where None Existed

• **Duane Galloway (he/him)**, Instructor, History and Humanities,
Rowan-cabarrus Community College
• **Robin Satterwhite (she/her)**, Instructor, History and Humanities,
Rowan-cabarrus Community College

When a textbook for your Humanities class simply does not exist, what do you do? Collaborate! This session is the story of one Department's efforts to put together an anthology of stories, poems, song lyrics, and photos for a Humanities class titled, "Technology and Society." Collaborating with Kendall Hunt Publishing, the Humanities faculty created a text that frees them from the hassle of handouts, and the worry of copyright infringement.

61 HLC1.2217

PANEL - Engaging Students Through Technology: Digital Humanities Portfolio Possibilities

• **Adrien Cuellar-McGuire (she/her)**, Professor, Humanities, Dallas College
• **Edleeca Thompson (she/her)**, Professor, Humanities, Dallas College
• **Victor Armenta (he/him)**, Professor, Humanities, Dallas College

Technology has given us the ability to expand the tradition of cultural studies. In Humanities at the Brookhaven campus of Dallas College, we want our students to be part of creating the digital humanities. As part of this mission, we have worked with different formats that allow our students to explore the discipline through digital spaces. This panel will discuss mapping software and collaborative digital spaces as places for students to create work.

62 HLC1.2218

PANEL - Dual Credit and the Humanities - Purpose, Pattern, Process

- *Kari Conness (she/her)*, Professor & Dual Credit Faculty Liaison, Composition and Literary Studies, Austin Community College
- *Chris Gardner (he/him)*, Professor & Dual Credit Faculty Liaison, Composition and Literary Studies, Austin Community College
- *Sarah Stayton (she/her)*, Professor & Dual Credit Faculty Liaison, Composition and Literary Studies, Austin Community College

This panel will provide an overview of ACC's dual credit program from various perspectives, with emphasis on the work we do in the Composition and Literary Studies Department. We will share our experiences as Dual Credit Faculty Liaisons, a position which enables us to connect with our students through humanistic inquiry while simultaneously building collaboration with our colleagues and high school partners.

63 HLC1.2219

PANEL - The Great Questions Student Experience at ACC: A Discussion with Great Questions Students

- Moderator: *Ted Hadzi-Antich Jr. (he/him)*, Professor, Government and Humanities, Austin Community College
- *Anthony Hampton (he/him)*, Peace & Conflict Studies, Austin Community College '22
- *Taren Blackmon (she/her)*, Student, Studio Art, Austin Community College
- *Rachel Vickers (any)*, Student, Japanese/Psychology, Austin Community College
- *Marie Uwineza (she/her)*, Student, Prelaw, Austin Community College
- *Julia Husted (she/her)*, Student, Government, Austin Community College

Interact with current ACC students enrolled in the discussion based Great Questions seminar course, as they share their experience in these courses, which are guided by transformative texts and focused on asking humanistic questions.

Saturday, October 14th

11:00am - 12:00pm COMMITTEE MEETINGS

HLC1.2207 - Dean's Committee Meeting
HLC1.2216 - English Committee Meeting
HLC1.2217 - History Committee Meeting
HLC1.2218 - Philosophy Committee Meeting
HLC1.2219 - World Languages Committee Meeting

11:00am - 12:00pm Lunch

HLC Building 2000 (Interior Commons near Presentation Hall)

12:15pm - 2:00pm Plenary Session III Presentation Hall - HLC2.1550

Keynote details on page 7

3:00pm - 5:00pm Post-Conference Symposium Presentation Hall - HLC2.1550

Finding Your Career in Arts and Culture, presented by Humanities Texas and the PRH Forum

- Host: Jean Anne Lauer (Austin Community College; Fantastic Fest)
- Marco Buentello (Humanities Texas)
- Kate Betz (Story+Reason)
- Elizabeth Hansen (Texas Archive of the Moving Image)

More details on page 10

2022-2023 National Literary Magazine Winners

Best Magazine Award

National 1st Place

Point of View

Harper College

Palatine, IL

Faculty Advisors: Karen Patterson &
Jessica Walsh

Best Magazine Award

National 2nd Place

Bent Pine

Central Lakes College

Brainerd, MN

Faculty Advisors: Brandy Lindquist &
Leon Dahluann

Best Magazine Award

National 3rd Place

Fine Print

Community College of Baltimore
County

Baltimore, MD

Faculty Advisor: Evan Balkan

CCHA Institutional Members

Anne Arundel Community College

Atlantic Cape Community College

Austin Community College District

Blinn College

Cecil Community College

Centralia College

Chattanooga State Community College

Community College of Baltimore County

Contra Costa College

Forsyth Technical Community College

Frederick Community College

Galveston College

Glendale Community College

Hinds Community College

Howard Community College

Kansas City-Kansas Community College

MassBay Community College

Metropolitan Community College

Mitchell Community College

Monroe Community College

Paris Junior College

Pellissippi State Community College

Rowan-Cabarrus Community College

San Diego Community College District

San Juan College

Schoolcraft College

South Seattle College

Spartanburg Community College

St. Johns River State College

St. Louis Community College-Forest Park

Tallahassee Community College

Union County College

AUSTIN PLACES TO GO

Note that the weekend of the conference is an Austin City Limits festival weekend — so if you plan to go anywhere south of the conference hub, including towards downtown / central Austin, plan ahead for traffic and busy venues accordingly.

Austin Public Transit: www.capmetro.org

Austin Visitor Center: www.austintexas.org/plan-a-trip/visitor-center

HISTORY AND CULTURE

Museums and archives, all central Austin

Texas Capitol

www.tspb.texas.gov/prop/tc/tc/capitol.html

Bullock Texas State History Museum

www.thestoryoftexas.com

Blanton Museum of Art

www.blantonmuseum.org

LBJ Presidential Library

www.lbjlibrary.org

The Harry Ransom Center

www.hrc.utexas.edu

GO LOCAL / KEEP AUSTIN WEIRD

AFS Cinema (by ACC Highland)

www.austinfilm.org/afs-cinema

Black Pearl Books (North central)

www.blackpearlbooks.com

Book Woman (North central)

www.ebookwoman.com

Book People (Central)

www.bookpeople.com

Red Salmon Arts (South, by appointment)

www.resistenciabooks.com

Waterloo Records (Central, across from Book People)

www.waterloorecords.com

End of an Ear Records (South)

www.endofanear.com

LIVE MUSIC

Hole in the Wall (by UT campus)

www.holeinthewallaustin.com

Cheer Up Charlies (Red River District)
www.cheerupcharlies.com

Stubb's BBQ (Red River District)
www.stubbsaustin.com

Elephant Room (Downtown)
www.elephantroom.com

The Continental Club (South Congress)
www.continentalclub.com

Broken Spoke (South)
www.brokenspokeaustintx.net

ENJOY THE OUTDOORS

Austin Bats (South Congress Bridge)
www.austintexas.org/things-to-do/outdoors/bat-watching

Barton Springs Pool (South)
www.austintexas.gov/departments/barton-springs-pool

Lady Bird Johnson Wildflower Center (Really south)
www.wildflower.org

LOCAL FOOD near-ish conference

Also visit www.austin.eater.com for culinary ideas

Bennu (walkable from conference)
www.bennucoffee.com

Easy Tiger (walkable)
www.easytigerusa.com/location/linc

Vivo (walkable)
www.vivoaustin.com

The Brewtorium Brewery & Kitchen (walkable)
www.thebrewtorium.com

The Spokesman (walkable)
www.spokesmancoffee.com/drafts-highland

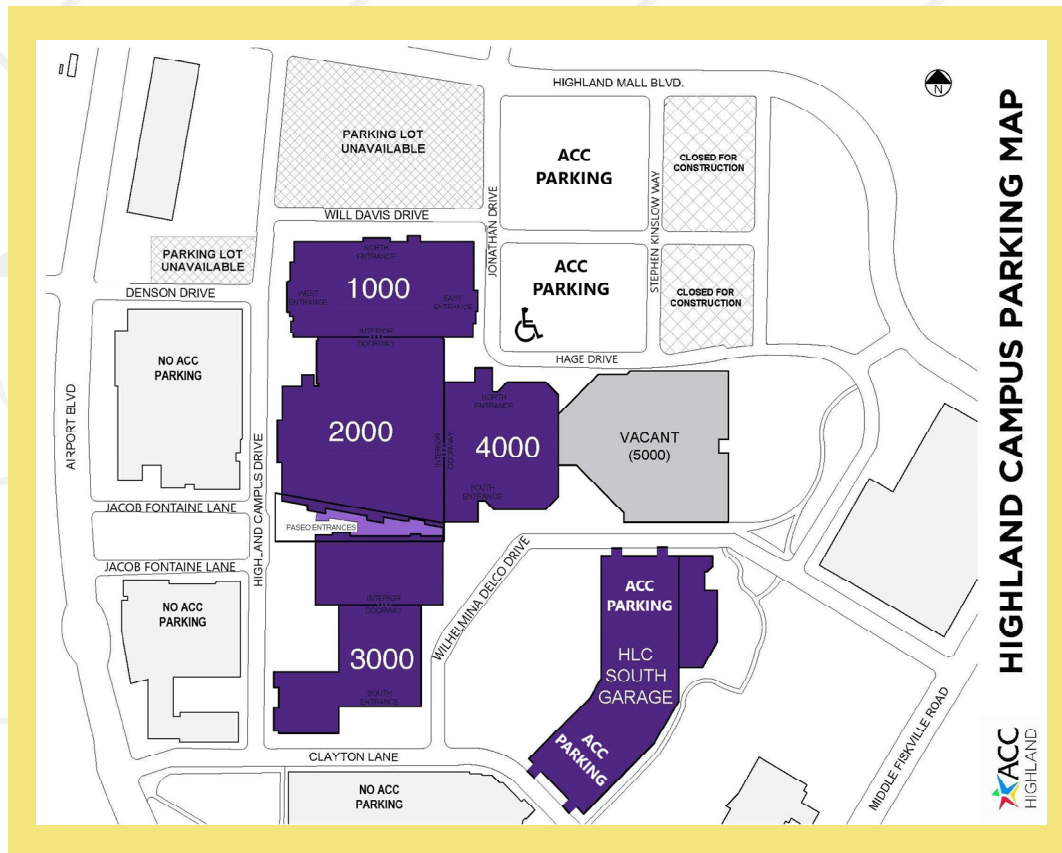
Komé
www.kome-austin.com

Black Star Co-Op Pub Brewery
www.blackstar.coop

Stiles Switch BBQ
www.stilesswitchbbq.com

Torchy's
www.torchystacos.com/location/mueller

TRANSPORTATION AND PARKING



In general, ride shares are prevalent in Austin and may be used between airport and hotel, as well between hotel and ACC's Highland Campus. The distance between the conference hotel and the campus is about a mile, but walking is not recommended as sidewalks are hit and miss, and you cross under two freeway stacks.

Complimentary shuttle service will be available between the conference hotel and the campus on Friday from 7am-6pm, and on Saturday from 7am-3pm.

Attendees driving their own vehicles may park in the surface lots as shown in the map (NE corner of campus, near buildings 1000 and 4000), or in the HLC South Garage (SE corner of campus, near buildings 3000 and 4000).

IMAGE CREDITS

FRONT COVER

Bottom left: Chloe Blodgett, *Kiss Me on the Bus*, 2023, oil on canvas, 40 x 30 in.

Bottom right: "The Ocul us" by Nora Sandoval, AAS in Professional Photography: Portrait and Wedding Specialization.

BACK COVER

Middle (sculpture): Yen-Yu Lien, *Twin Souls*, 2022, ceramic, underglazes, wire, and beads, 20 x 18 x 16 in.

Top right: "Flame Personified" by Kaira Keith, AAS in Professional Photography: Fine Art Specialization.

All other images, front and back, courtesy of ACC's Office of College Relations & Marketing.

Question More – Write More



Community College Humanities and Social Sciences Faculty



It's Time Publish:

- **Research -**
- **Short Stories or Novel Excerpts -**
- **Personal Essays -**
- **Academic Essays -**
- **Literary Journalism & Reportage -**
- **Poetry -**



"I can shake off everything as I write; my sorrows disappear, my courage is reborn."

--Anne Frank

Contact Editor **Sydney Elliott** at Tillamook Bay Community College. Submission guidelines can be found at www.cchumanities.org or contact the editor directly at sydneyelliott@tillamookbaycc.edu ; Publisher, Andrew Rusnak: Arusnak@ccbcmd.edu

This publication does not accept any writing that is not generated solely and "souly" by a human being.

